

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: GARFIELD	School: Woodrow Wilson School #5
Chief School Administrator: NICHOLAS PERRAPATO	Address: 205 Outwater Lane Garfield, NJ 07026
Chief School Administrator's E-mail: nperrapato@gboe.org	Grade Levels: K - 5
Title I Contact: Mrs. Geri Ledford	Principal: Ms Doreen Velardi
Title I Contact E-mail: gledford@gboe.org	Principal's E-mail: dvelardi@gboe.org
Title I Contact Phone Number: 973-340-5000 Ext.2030	Principal's Phone Number: 973-340-5035

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 10 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 3,309,906, which comprised 98 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 3,425,596, which will comprise 97.9 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Daily 5 Support	#1, #2	Yes	School wide	\$700
School Data Team	#1, #3	Yes	School wide	\$3,500
Columbia Teacher's College Book Sets for IRLAs	#1	Yes	School wide	\$1,000
Leveled Library	#1	Yes	School wide	\$7,000
Technology K-5	#1, #2 & #3	Yes	School wide	\$8,000
Educational Software for ELA K-5	#1	Yes	School wide	\$1,271
Extended Day Multi-Media Literacy Program	#1	Yes	School wide	\$6000
Math PD Workshops	#3	Yes	School wide	\$8000
Total				\$35,471

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mrs. Doreen Velardi	Principal	X	X	X	
Mrs. Gail Pivrotto	Facilitator/ Supervisor	X	X	X	
Mrs. Jenniffer DeWitt	Fourth Grade Teacher	X	X	X	
Mrs. Maria Alonso	Resource Room Teacher	X	X	X	
Ms. Ann Marie Scorzetti	Technology Teacher	X	X	X	
Ms. Elaine Bilin	Third Grade Teacher	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
July 2014 – Feb. 2015	District Leadership Mtg.- M.S./Curriculum Office	Needs Assessment	Yes		Yes	
Feb. 2015	District Leadership Mtg.- M.S./Curriculum Office	Program Evaluation	Yes		Yes	
May 2015	District Leadership Mtg.- M.S./Curriculum Office	Plan Development	Yes		Yes	
Sept. 2014 – Jan. 2015	Grade Level/Design Team School #5	Needs Assessment Plan Development Program Evaluation	Yes		Yes	
Dec. 2014-June 2015	Data Team	Needs Assessment Plan Development Program Evaluation	Yes		Yes	
Sept. 2014-June 2015	ScIP Committee	Needs Assessment Plan Development Program Evaluation	Yes		Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Add rows as necessary

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

The Garfield School District shall strive to offer the highest quality of education, designed to provide a level of excellence that will enable all students to realize their intellectual and personal goals. This process shall entail the search for truth and a respect for scholarship and learning. The district shall offer an environment that values cultural diversity and respects individual differences with no tolerance for bigotry. The district is committed to the development of a partnership in education; integrating the interests of students, parents, staff and community leaders. This educational process shall develop responsible young people who are capable of effective and meaningful career decisions.

- To develop an environment which addresses each student's unique nature and learning ability.
- To develop a learning environment which is accepting of and has appreciation for the cultural diversity of students, staff, and community.
- To provide the most effective way of delivering quality education to enable each student to achieve their fullest potential.
- To encourage creative expression and the recognition of communicative, practical, and aesthetic arts.
- To provide opportunities for the development of each student's character, sense of self-worth, respect for authority, and knowledge of their mental, physical, and emotional health.
- To develop an opportunity for the application of ever-changing technology.
- To encourage staff members to utilize opportunities for keeping abreast of new trends in education.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

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| | <ul style="list-style-type: none">• To develop an environment which addresses each student's unique nature and learning ability. |
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

All core instructional strategies and initiatives of the 2014-15 Title I School wide plan were implemented as planned.

2. What were the strengths of the implementation process?

The strength of the implementation process was prior planning with realistic goals. Also, strong teacher communication and collaboration have been very influential in achieving positive outcomes.

3. What implementation challenges and barriers did the school encounter??

The barriers continue to be finding time or coverage for teachers to participate in professional development.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

A strength of the program would be communication at grade level, Design Team and Data Team Committee meetings. A weakness could be the lack of funds and time available to provide ongoing training in the instruction of the Common Core Standards.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Teachers were involved in analyzing data at grade level meetings, faculty meetings, and through Performance Matters. The Data Team analyzed and shared data. This provided the necessary buy-in of all stakeholders.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

The staff realizes that they need to make some changes in their instruction in order to meet the rigor of the CCSS. Also, they know the success of our initiatives may not be fully apparent for a few years. It will take time to bridge the gap between the old standards and the new common core standards

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The community is informed of PARCC procedures and rigor that will be increased due to the Common Core Standards through an open question and answer forum.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

Each program has been communicated to stakeholders via Grade level, Design Team, SCIP meetings, and district website.

9. How did the school structure the interventions?

Interventions were structured according to the needs of the school. The needs were based on data.

10. How frequently did students receive instructional interventions?

The frequency of interventions depended on the individual student. As a whole, students were provided with reading blocks, guided reading, differentiated instruction, Writer's Workshop, after-school tutoring, and project-based learning on a daily basis. Selected students attended PARCC tutoring twice a week for 2 months. Some students received Basic Skills, Resource Room, ESL and Wilson Reading /Foundations for the whole year. Students were tested individually using the IRLA's assessment to place them on the correct reading level. All classrooms have leveled libraries.

11. What technologies did the school use to support the program?

Computers, IPADS, SMART Boards and web-based programs (Study Island, Gizmos, Discovery Education, A-Z Reading, and on-line Reading Street).

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12. Did the technology contribute to the success of the program, and if so, how?

The technology probably contributed to the program's success. Students are more motivated when using technology and teachers have access to a wealth of information and ideas at their fingertips.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Grade 4	51% 26 Students	Not Available	After-school Tutoring, PARCC Tutoring, Guided Reading, William Paterson Professor in Residence Writer's Workshop, Basic Skills. Resource Room, ESL, Wilson and Foundations Reading Program	Not Available
Grade 5	33.3% 15 Students	Not Available	After-school Tutoring, PARCC Tutoring, Guided Reading, William Paterson Professor in Residence Writer's Workshop, Basic Skills. Resource Room, ESL, Wilson and Foundations Reading Program	Not Available

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Grade 4	21.2% 11 Students	Not Available	After-school Tutoring, PARCC Tutoring, Basic Skills , and Resource Room	Not Available

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 5	15.2% 7 Students	Not Available	After-school Tutoring, PARCC Tutoring, Basic Skills, and Resource Room	Not Available
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Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	5 9%	3 6%	Writer's Workshop, Guided Reading, Wilson and Foundations Reading	94% of the students were proficient. The interventions assisted with students being proficient because each program targeted individual student needs at a young age, allowing for greater developmental growth.
Grade 1	8 14%	6 10%	Writer's Workshop, Guided Reading, Wilson and Foundations Reading	90% of the students were proficient. The interventions assisted with students being proficient because each program targeted individual student needs at a young age, allowing for greater developmental growth.
Grade 2	13 16%	8 14%	Writer's Workshop, Guided Reading, Wilson and Foundations Reading	86% of the students were proficient. The interventions assisted with students being proficient because each program targeted individual student needs at a young age, allowing for greater developmental growth.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	5 9%	2 4%	90 minute math block, Study Island, Math Coach, Model Curriculum assessments	96% of the students were proficient. The interventions assisted with students being proficient because each program targeted individual student needs at a young age, allowing for greater developmental growth.
Grade 1	6 11%	2 3%	90 minute math block, Study Island, Math Coach, Model Curriculum assessments	Almost 97% of the students were proficient. The interventions assisted with students being proficient because each program targeted individual student

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				needs at a young age, allowing for greater developmental growth.
Grade 2	7 11%	8 14%	90 minute math block, Study Island, Math Coach, Model Curriculum assessments	Almost 86% of the students were proficient. The interventions assisted with students being proficient because each program targeted individual student needs at a young age, allowing for greater developmental growth.

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Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Differentiated Instruction Guided Reading Small group instruction Trimester performance tasks 90 minute LAL Block Marshall Walkthroughs Family Literacy Program Writer's Workshop PARCC Prep Tutoring Curriculum Alignment Wilson Reading Study Island Project-based Learning Leveled Libraries Student Growth Objectives	Yes	Teacher plan books Teacher observations Report card grades Standardized test scores SF Baseline, Benchmark and End of Year test scores Mondo Bookshelf Assessments Study Island Pre/Post Test results	<p>The successfulness of Guided Reading Wilson Reading, small group instruction, 90 minute ELA block and Writer's Workshop are measured by analyzing Scott Foresman Reading Baseline, Benchmark and End of Year tests. The Mondo Bookshelf Assessments are given to below level readers to provide ongoing monitoring and rate of progress. Also, the rubric scores of trimester performance tasks and Writer's Workshop folders are used to measure progress.</p> <p>Evidence and quality of Differentiated Instruction, Guided Reading and small group instruction are documented in teacher plan books and teacher evaluations</p> <p>Pre and post Study Island tests indicate that students are making progress.</p> <p>Leveled libraries allow students to easily pick up and read "just right books". A record of books that students read and a reading response journal is kept.</p>
Math	Students with Disabilities	90 Minute Math Block District Designed Trimester Tests District Designed Trimester Performance	Yes	Teacher plan books Teacher observations	<p>Pre and post Study Island tests and report card grades indicate that students are making progress.</p> <p>Students are expected to perform more successfully on the PARCC as a result of their</p>

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Tasks Differentiated Instruction Small group instruction PARCC after school tutoring Curriculum Alignment Study Island Project-based Learning		Report card grades Standardized test scores Trimester Pre/Post Test Scores Study Island Pre/Post Test results	attendance at the after school programs. All students showed improvement on their post Math trimester tests. Pre and post Study Island tests indicate that students are making progress.
ELA	Homeless	Differentiated Instruction Guided Reading Small group instruction Trimester performance tasks 90 minute LAL Block Marshall Walkthroughs Family Literacy Program Writer's Workshop PARCC Prep Tutoring Curriculum Alignment Wilson Reading Study Island Project-based Learning Leveled Libraries Student Growth Objectives	Yes	Teacher plan books Teacher observations Report card grades Standardized test scores SF Baseline, Benchmark and End of Year test scores Mondo Bookshelf Assessments Study Island Pre/Post Test results	The successfulness of Guided Reading Wilson Reading, small group instruction, 90 minute ELA block and Writer's Workshop are measured by analyzing Scott Foresman Reading Baseline, Benchmark and End of Year tests. The Mondo Bookshelf Assessments are given to below level readers to provide ongoing monitoring and rate of progress. Also, the rubric scores of trimester performance tasks and Writer's Workshop folders are used to measure progress. Evidence and quality of Differentiated Instruction, Guided Reading and small group instruction are documented in teacher plan books and teacher evaluations Pre and post Study Island tests indicate that students are making progress. Leveled libraries allow students to easily pick up

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					and read "just right books". A record of books that students read and a reading response journal is kept.
Math	Homeless	90 Minute Math Block District Designed Trimester Tests District Designed Trimester Performance Tasks Differentiated Instruction Small group instruction PARCC after school tutoring Curriculum Alignment Study Island Project-based Learning	Yes	Teacher plan books Teacher observations Report card grades Standardized test scores Trimester Pre/Post Test Scores Study Island Pre/Post Test results	Pre and post Study Island tests and report card grades indicate that students are making progress. Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs. All students showed improvement on their post Math trimester tests. Pre and post Study Island tests indicate that students are making progress.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Differentiated Instruction Guided Reading Small group instruction Trimester performance tasks 90 minute LAL Block	Yes	Teacher plan books Teacher observations Report card grades	The successfulness of Guided Reading Wilson Reading, small group instruction, 90 minute ELA block and Writer's Workshop are measured by analyzing Scott Foresman Reading Baseline, Benchmark and End of Year tests. The Mondo Bookshelf Assessments are given to below level readers to provide ongoing monitoring and rate of progress. Also, the rubric scores of trimester

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Marshall Walkthroughs Family Literacy Program Writer's Workshop PARCC Prep Tutoring Curriculum Alignment Wilson Reading Study Island Project-based Learning Leveled Libraries Student Growth Objectives		Standardized test scores SF Baseline, Benchmark and End of Year test scores Mondo Bookshelf Assessments Study Island Pre/Post Test results	performance tasks and Writer's Workshop folders are used to measure progress. Evidence and quality of Differentiated Instruction, Guided Reading and small group instruction are documented in teacher plan books and teacher evaluations Pre and post Study Island tests indicate that students are making progress. Leveled libraries allow students to easily pick up and read "just right books". A record of books that students read and a reading response journal is kept.
Math	ELLs	90 Minute Math Block District Designed Trimester Tests District Designed Trimester Performance Tasks Differentiated Instruction Small group instruction PARCC after school tutoring Curriculum Alignment Study Island Project-based Learning	Yes	Teacher plan books Teacher observations Report card grades Standardized test scores Trimester Pre/Post Test Scores Study Island Pre/Post Test results	Pre and post Study Island tests and report card grades indicate that students are making progress. Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs. All students showed improvement on their post Math trimester tests. Pre and post Study Island tests indicate that students are making progress.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Differentiated Instruction Guided Reading Small group instruction Trimester performance tasks 90 minute LAL Block Marshall Walkthroughs Family Literacy Program Writer's Workshop PARCC Prep Tutoring Curriculum Alignment Wilson Reading Study Island Project-based Learning Leveled Libraries Student Growth Objectives	Yes	Teacher plan books Teacher observations Report card grades Standardized test scores SF Baseline, Benchmark and End of Year test scores Mondo Bookshelf Assessments Study Island Pre/Post Test results	<p>The successfulness of Guided Reading Wilson Reading, small group instruction, 90 minute ELA block and Writer's Workshop are measured by analyzing Scott Foresman Reading Baseline, Benchmark and End of Year tests. The Mondo Bookshelf Assessments are given to below level readers to provide ongoing monitoring and rate of progress. Also, the rubric scores of trimester performance tasks and Writer's Workshop folders are used to measure progress.</p> <p>Evidence and quality of Differentiated Instruction, Guided Reading and small group instruction are documented in teacher plan books and teacher evaluations</p> <p>Pre and post Study Island tests indicate that students are making progress.</p> <p>Leveled libraries allow students to easily pick up and read "just right books". A record of books that students read and a reading response journal is kept.</p>
Math	Economically Disadvantaged	90 Minute Math Block District Designed Trimester Tests District Designed Trimester Performance Tasks Differentiated Instruction Small group instruction	Yes	Teacher plan books Teacher observations Report card grades Standardized test scores	<p>Pre and post Study Island tests and report card grades indicate that students are making progress.</p> <p>Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs.</p> <p>All students showed improvement on their post</p>

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		PARCC after school tutoring Curriculum Alignment Study Island Project-based Learning		Trimester Pre/Post Test Scores Study Island Pre/Post Test results	Math trimester tests. Pre and post Study Island tests indicate that students are making progress.

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After School Tutoring Family Literacy Nights Summer Extended Year Program (special education) PARCC Preparatory Classes	Yes	Report cards and Interim Reports Parent Surveys Enrollment Attendance Sheets Student Work Samples PARCC scores	For the students who are able and/or willing to attend this program, the retention of skills and facts are evident when school begins in the fall. For students who are unable to attend, teachers have noticed that fact retention suffers and students struggle to grasp concepts which were clear to them in the spring. Therefore, it is safe to say that the outcomes vary. Our tutoring records indicate that parents, students and/or teachers can request tutoring. For the most part, students who attend improve. This is indicated by report card and test grades. Again,

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>the outcomes vary.</p> <p>Positive outcome and evaluations on surveys Above average attendance</p> <p>Anticipated outcome is to provide every opportunity for all students to improve their achievement in all academic areas and on the district and state assessments.</p> <p>Students were more comfortable with the format of the PARCC test and appeared at ease with the testing environment. Students approaches to open-ended questions, and writing prompts improved due to strategies learned and practice opportunities provided.</p>
Math	Students with Disabilities	After School Tutoring Summer Extended Year Program (special education) PARCC Preparatory Classes	Yes	Report cards and Interim Reports Parent Surveys Enrollment Attendance Sheets Student Work Samples PARCC scores	<p>For the students who are able and/or willing to attend this program, the retention of skills and facts are evident when school begins in the fall. For students who are unable to attend, teachers have noticed that fact retention suffers and students struggle to grasp concepts which were clear to them in the spring. Therefore, it is safe to say that the outcomes vary.</p> <p>Our tutoring records indicate that parents, students and/or teachers can request tutoring. For the most part, students who attend improve. This is indicated by report card and test grades. Again, the outcomes vary.</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>Positive outcome and evaluations on surveys Above average attendance</p> <p>Anticipated outcome is to provide every opportunity for all students to improve their achievement in all academic areas and on the district and state assessments.</p> <p>Students were more comfortable with the format of the PARCC test and appeared at ease with the testing environment. Students' approaches to open-ended questions are improved due to strategies learned and practice opportunities provided.</p>
ELA	Homeless	After School Tutoring Family Literacy Nights Summer Extended Year Program (special education) PARCC Preparatory Classes	Yes	Report cards and Interim Reports Parent Surveys Enrollment Attendance Sheets Student Work Samples PARCC scores	<p>For the students who are able and/or willing to attend this program, the retention of skills and facts are evident when school begins in the fall. For students who are unable to attend, teachers have noticed that fact retention suffers and students struggle to grasp concepts which were clear to them in the spring. Therefore, it is safe to say that the outcomes vary.</p> <p>Our tutoring records indicate that parents, students and/or teachers can request tutoring. For the most part, students who attend improve. This is indicated by report card and test grades. Again, the outcomes vary.</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<p>Title III Immigrant After School Program</p> <p>Title III Extended Year ESL Language Enrichment Program</p>		<p>Attendance Sheets</p> <p>Teacher Feedback</p> <p>Student Work</p>	<p>Positive outcome and evaluations on surveys</p> <p>Above average attendance</p> <p>Anticipated outcome is to provide every opportunity for all students to improve their achievement in all academic areas and on the district and state assessments.</p> <p>Students were more comfortable with the format of the PARCC test and appeared at ease with the testing environment. Students approaches to open-ended questions, and writing prompts improved due to strategies learned and practice opportunities provided.</p> <p>Anticipated outcome is to provide every opportunity for ELL students to further develop their English Language skills and close the achievement gap in all academic areas, including the district and state assessments</p>
Math	Homeless	After School Tutoring Summer Extended Year Program (special	Yes	Report cards and Interim Reports Parent Surveys	For the students who are able and/or willing to attend this program, the retention of skills and facts are evident when school begins in the fall. For students who are unable to attend, teachers have

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		education) PARCC Preparatory Classes		Enrollment Attendance Sheets Student Work Samples PARCC scores	<p>noticed that fact retention suffers and students struggle to grasp concepts which were clear to them in the spring. Therefore, it is safe to say that the outcomes vary.</p> <p>Our tutoring records indicate that parents, students and/or teachers can request tutoring. For the most part, students who attend improve. This is indicated by report card and test grades. Again, the outcomes vary.</p> <p>Positive outcome and evaluations on surveys Above average attendance</p> <p>Anticipated outcome is to provide every opportunity for all students to improve their achievement in all academic areas and on the district and state assessments.</p> <p>Students were more comfortable with the format of the PARCC test and appeared at ease with the testing environment. Students' approaches to open-ended questions are improved due to strategies learned and practice opportunities provided.</p> <p>Anticipated outcome is to provide every opportunity for ELL students to further develop their English Language skills and close the achievement gap in all academic areas, including the district and state assessments</p>
		Title III Immigrant After School Program Title III Extended Year ESL Language		Attendance Sheets Teacher Feedback Student Work	

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Enrichment Program			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Title III After School Program Title III Extended Year ESL Language Enrichment Program	Yes	Attendance Sheets Teacher Feedback Student Work	Anticipated outcome is to provide every opportunity for ELL students to further develop their English Language skills and close the achievement gap in all academic areas, including the district and state assessments
Math	ELLs	Title III After School Program Title III Extended Year ESL Language Enrichment Program	Yes	Attendance Sheets Teacher Feedback Student Work	Anticipated outcome is to provide every opportunity for ELL students to further develop their English Language skills and close the achievement gap in all academic areas, including the district and state assessments
ELA	Economically Disadvantaged	After School Tutoring Family Literacy Nights Summer Extended Year Program (special education) PARCC Preparatory Classes	Yes	Report cards and Interim Reports Parent Surveys Enrollment Attendance Sheets Student Work Samples PARCC scores	For the students who are able and/or willing to attend this program, the retention of skills and facts are evident when school begins in the fall. For students who are unable to attend, teachers have noticed that fact retention suffers and students struggle to grasp concepts which were clear to them in the spring. Therefore, it is safe to say that the outcomes vary. Our tutoring records indicate that parents, students and/or teachers can request tutoring. For the most part, students who attend improve. This is

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>indicated by report card and test grades. Again, the outcomes vary.</p> <p>Positive outcome and evaluations on surveys Above average attendance</p> <p>Anticipated outcome is to provide every opportunity for all students to improve their achievement in all academic areas and on the district and state assessments.</p> <p>Students were more comfortable with the format of the PARCC test and appeared at ease with the testing environment. Students approaches to open-ended questions, and writing prompts improved due to strategies learned and practice opportunities provided.</p>
Math	Economically Disadvantaged	After School Tutoring Family Literacy Nights Summer Extended Year Program (special education) PARCC Preparatory Classes	Yes	Report cards and Interim Reports Parent Surveys Enrollment Attendance Sheets Student Work Samples PARCC scores	<p>For the students who are able and/or willing to attend this program, the retention of skills and facts are evident when school begins in the fall. For students who are unable to attend, teachers have noticed that fact retention suffers and students struggle to grasp concepts which were clear to them in the spring. Therefore, it is safe to say that the outcomes vary.</p> <p>Our tutoring records indicate that parents, students and/or teachers can request tutoring. For the most part, students who attend improve. This is indicated by report card and test grades. Again,</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					<p>the outcomes vary.</p> <p>Positive outcome and evaluations on surveys Above average attendance</p> <p>Anticipated outcome is to provide every opportunity for all students to improve their achievement in all academic areas and on the district and state assessments.</p> <p>Students were more comfortable with the format of the PARCC test and appeared at ease with the testing environment. Students approaches to open-ended questions, and writing prompts improved due to strategies learned and practice opportunities provided.</p>
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Curriculum Alignment	Yes	Teacher Attendance Curriculum Alignment Document	Revised ELA curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines.
		Scott Foresman Reading Series		Teacher Attendance	Teachers use the program effectively measured by Benchmark tests, plan books and walkthroughs.
		Wilson Reading		WIATT & WADE Assessment PARCC Scores	The Wilson program for research based reading instruction provided teachers and specialists with techniques to improve instruction for “at-risk” students.
		Writer’s Workshop		Student Portfolios PARCC Scores	Portfolios are kept for each student.
		IRLA’s Training		Assessments	Analysis of fluency and comprehension.
		Professional Learning Communities/ Design Team Meetings		Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15)	Analysis of state and district testing results to measure progress and to drive instruction.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Grade Level Meetings		Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15) District Test Results	Weekly grade level meetings provide vertical and horizontal articulation regarding district wide programs and grade level curriculum. Information regarding NJASK data analysis, district and state mandates, Writer's Workshop, Differentiated Instruction, Project-based Learning and Technology Integration are turn-keyed at grade level meetings when necessary. (Sept.14-Jan.15)
		Technology Workshops (SMART board, Study Island, Gizmos, Discovery Learning)		Technology Survey	Increased teacher proficiency in the use of Smart Board lessons, Study Island Program, Discovery Education, Gizmos, online grade book and plan books. Teacher evaluations indicate that teachers are using technology more effectively.
		William Paterson University Professor in Residence Program		Plan books Walkthrough Baseline/ EOY Assessments Mondo Bookshop Assessment	Some classroom libraries were leveled in accordance with Fountas and Pinnell Guided Reading levels. PIR worked with teachers at grade level meetings and modeled lessons in the classrooms. In addition, she worked with below level reading level students using the Mondos Bookshelf Assessment. Students' strengths and needs were determined and a text level was selected that enabled a student to progress successfully with instruction.
Math	Students with	Curriculum Alignment	Yes	Teacher Attendance	Revised Math curriculum alignments were

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disabilities	<p>Professional Learning Communities/ Design Team Meetings</p> <p>Grade Level Meetings</p> <p>Technology Workshops (SMART board, Study Island, Gizmos, Discovery Learning)</p>		<p>Curriculum Alignment Document</p> <p>Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15)</p> <p>Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15) District Test Results</p> <p>Technology Survey</p>	<p>implemented in classrooms according to the state mandated guidelines and timelines.</p> <p>Analysis of state and district testing results to measure progress and to drive instruction.</p> <p>Weekly grade level meetings provide vertical and horizontal articulation regarding district wide programs and grade level curriculum. Information regarding NJASK data analysis, district and state mandates, Writer's Workshop, Differentiated Instruction, Project-based Learning and Technology Integration are turn-keyed at grade level meetings when necessary. (Sept.14-Jan.15)</p> <p>Increased teacher proficiency in the use of Smart Board lessons, Study Island Program, Discovery Education, Gizmos, online grade book and plan books. Teacher evaluations indicate that teachers are using technology more effectively.</p>
ELA	Homeless	<p>Curriculum Alignment</p> <p>Scott Foresman Reading</p>	Yes	<p>Teacher Attendance Curriculum Alignment Document</p> <p>Teacher Attendance</p>	<p>Revised ELA curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines.</p> <p>Teachers use the program effectively measured by</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Series			Benchmark tests, plan books and walkthroughs.
		Wilson Reading		WIATT & WADE Assessment PARCC Scores	The Wilson program for research based reading instruction provided teachers and specialists with techniques to improve instruction for “at-risk” students.
		Writer’s Workshop		Student Portfolios PARCC Scores	Portfolios are kept for each student.
		IRLA’s Training		Assessments	Analysis of fluency and comprehension.
		Professional Learning Communities/ Design Team Meetings		Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15)	Analysis of state and district testing results to measure progress and to drive instruction.
		Grade Level Meetings		Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15) District Test Results	Weekly grade level meetings provide vertical and horizontal articulation regarding district wide programs and grade level curriculum. Information regarding NJASK data analysis, district and state mandates, Writer’s Workshop, Differentiated Instruction, Project-based Learning and Technology Integration are turn-keyed at grade

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<p>Technology Workshops (SMART board, Study Island, Gizmos, Discovery Learning)</p> <p>William Paterson University Professor in Residence Program</p>		<p>Technology Survey</p> <p>Plan books Walkthrough Baseline/ EOY Assessments Mondo Bookshop Assessment</p>	<p>level meetings when necessary. (Sept.14-Jan.15)</p> <p>Increased teacher proficiency in the use of Smart Board lessons, Study Island Program, Discovery Education, Gizmos, online grade book and plan books. Teacher evaluations indicate that teachers are using technology more effectively.</p> <p>Some classroom libraries were leveled in accordance with Fountas and Pinnell Guided Reading levels.</p> <p>PIR worked with teachers at grade level meetings and modeled lessons in the classrooms. In addition, she worked with below level reading level students using the Mondos Bookshelf Assessment. Students' strengths and needs were determined and a text level was selected that enabled a student to progress successfully with instruction.</p>
Math	Homeless	<p>Curriculum Alignment</p> <p>Professional Learning Communities/ Design Team Meetings</p>	Yes	<p>Teacher Attendance Curriculum Alignment Document</p> <p>Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15)</p>	<p>Revised Math curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines.</p> <p>Analysis of state and district testing results to measure progress and to drive instruction.</p> <p>Weekly grade level meetings provide vertical and</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Grade Level Meetings Technology Workshops (SMART board, Study Island, Gizmos, Discovery Learning)		Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15) District Test Results Technology Survey	horizontal articulation regarding district wide programs and grade level curriculum. Information regarding NJASK data analysis, district and state mandates, Writer's Workshop, Differentiated Instruction, Project-based Learning and Technology Integration are turn-keyed at grade level meetings when necessary. (Sept.14-Jan.15) Increased teacher proficiency in the use of Smart Board lessons, Study Island Program, Discovery Education, Gizmos, online grade book and plan books. Teacher evaluations indicate that teachers are using technology more effectively.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Curriculum Alignment Scott Foresman Reading Series Wilson Reading	Yes	Teacher Attendance Curriculum Alignment Document Teacher Attendance WIATT & WADE Assessment PARCC Scores	Revised ELA curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines. Teachers use the program effectively measured by Benchmark tests, plan books and walkthroughs. The Wilson program for research based reading instruction provided teachers and specialists with techniques to improve instruction for "at-risk" students.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Writer's Workshop		Student Portfolios PARCC Scores	Portfolios are kept for each student.
		IRLA's Training		Assessments	Analysis of fluency and comprehension.
		Professional Learning Communities/ Design Team Meetings		Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15)	Analysis of state and district testing results to measure progress and to drive instruction.
		Grade Level Meetings		Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15) District Test Results	Weekly grade level meetings provide vertical and horizontal articulation regarding district wide programs and grade level curriculum. Information regarding NJASK data analysis, district and state mandates, Writer's Workshop, Differentiated Instruction, Project-based Learning and Technology Integration are turn-keyed at grade level meetings when necessary. (Sept.14-Jan.15)
		Technology Workshops (SMART board, Study Island, Gizmos, Discovery Learning)		Technology Survey	Increased teacher proficiency in the use of Smart Board lessons, Study Island Program, Discovery Education, Gizmos, online grade book and plan books. Teacher evaluations indicate that teachers are using technology more effectively.
		William Paterson		Plan books Walkthrough	Some classroom libraries were leveled in accordance with Fountas and Pinnell Guided

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		University Professor in Residence Program		Baseline/ EOY Assessments Mondo Bookshop Assessment	Reading levels. PIR worked with teachers at grade level meetings and modeled lessons in the classrooms. In addition, she worked with below level reading level students using the Mondos Bookshelf Assessment. Students' strengths and needs were determined and a text level was selected that enabled a student to progress successfully with instruction.
Math	ELLs	Curriculum Alignment Professional Learning Communities/ Design Team Meetings Grade Level Meetings Technology Workshops (SMART board, Study	Yes	Teacher Attendance Curriculum Alignment Document Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15) Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15) District Test Results Technology Survey	Revised Math curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines. Analysis of state and district testing results to measure progress and to drive instruction. Weekly grade level meetings provide vertical and horizontal articulation regarding district wide programs and grade level curriculum. Information regarding NJASK data analysis, district and state mandates, Writer's Workshop, Differentiated Instruction, Project-based Learning and Technology Integration are turn-keyed at grade level meetings when necessary. (Sept.14-Jan.15) Increased teacher proficiency in the use of Smart Board lessons, Study Island Program, Discovery Education, Gizmos, online grade book and plan

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Island, Gizmos, Discovery Learning)			books. Teacher evaluations indicate that teachers are using technology more effectively.
ELA	Economically Disadvantaged	<p>Curriculum Alignment</p> <p>Scott Foresman Reading Series</p> <p>Wilson Reading</p> <p>Writer's Workshop</p> <p>IRLA's Training</p> <p>Professional Learning Communities/ Design Team Meetings</p>	Yes	<p>Teacher Attendance</p> <p>Curriculum Alignment Document</p> <p>Teacher Attendance</p> <p>WIATT & WADE Assessment PARCC Scores</p> <p>Student Portfolios PARCC Scores</p> <p>Assessments</p> <p>Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15)</p>	<p>Revised ELA curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines.</p> <p>Teachers use the program effectively measured by Benchmark tests, plan books and walkthroughs.</p> <p>The Wilson program for research based reading instruction provided teachers and specialists with techniques to improve instruction for "at-risk" students.</p> <p>Portfolios are kept for each student.</p> <p>Analysis of fluency and comprehension.</p> <p>Analysis of state and district testing results to measure progress and to drive instruction.</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<p>Grade Level Meetings</p> <p>Technology Workshops (SMART board, Study Island, Gizmos, Discovery Learning)</p> <p>William Paterson University Professor in Residence Program</p>		<p>Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15)</p> <p>District Test Results</p> <p>Technology Survey</p> <p>Plan books</p> <p>Marshall Walkthrough</p> <p>Baseline/ EOY Assessments</p> <p>Mondo Bookshop Assessment</p>	<p>Weekly grade level meetings provide vertical and horizontal articulation regarding district wide programs and grade level curriculum. Information regarding NJASK data analysis, district and state mandates, Writer's Workshop, Differentiated Instruction, Project-based Learning and Technology Integration are turn-keyed at grade level meetings when necessary. (Sept.14-Jan.15)</p> <p>Increased teacher proficiency in the use of Smart Board lessons, Study Island Program, Discovery Education, Gizmos, online grade book and plan books. Teacher evaluations indicate that teachers are using technology more effectively.</p> <p>Some classroom libraries were leveled in accordance with Fountas and Pinnell Guided Reading levels.</p> <p>PIR worked with teachers at grade level meetings and modeled lessons in the classrooms. In addition, she worked with below level reading level students using the Mondos Bookshelf Assessment. Students' strengths and needs were determined and a text level was selected that enabled a student to progress successfully with instruction.</p>
Math	Economically Disadvantaged	Curriculum Alignment	Yes	Teacher Attendance Curriculum Alignment Document	Revised Math curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<p>Professional Learning Communities/ Design Team Meetings</p> <p>Grade Level Meetings</p> <p>Technology Workshops (SMART board, Study Island, Gizmos, Discovery Learning)</p>		<p>Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15)</p> <p>Weekly Attendance Sheets and Agendas (Sept. 14-Jan.15) District Test Results</p> <p>Technology Survey</p>	<p>Analysis of state and district testing results to measure progress and to drive instruction.</p> <p>Weekly grade level meetings provide vertical and horizontal articulation regarding district wide programs and grade level curriculum. Information regarding NJASK data analysis, district and state mandates, Writer's Workshop, Differentiated Instruction, Project-based Learning and Technology Integration are turn-keyed at grade level meetings when necessary. (Sept.14-Jan.15)</p> <p>Increased teacher proficiency in the use of Smart Board lessons, Study Island Program, Discovery Education, Gizmos, online grade book and plan books. Teacher evaluations indicate that teachers are using technology more effectively.</p>
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Family Literacy	Yes	Attendance	Full Capacity Attendance
		Back to School Night	Yes	Attendance	Positive outcome
		Kindergarten Meet and Greet		Attendance	Positive feedback from parents. High attendance by children and parents.
		Parent-Teacher Conferences		Attendance Records	High rate of attendance Effective communication between parents and teachers regarding student academic achievements
		Parent- Teacher At-Risk Conferences		Attendance Records	Signed Parent Notices
		Citizen of the Month		Attendance	High attendance Rate
		National Elementary Honor Society Ceremony		Attendance	High Attendance Rate
		Safety Committee		Minutes Attendance	All stakeholders are represented at the meetings. Parents given the opportunity to be a part of the decision-making process

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	Back to School Night Kindergarten Meet and Greet Parent-Teacher Conferences Parent- Teacher At-Risk Conferences Citizen of the Month National Elementary Honor Society Ceremony Safety Committee	Yes	Attendance Attendance Attendance Records Attendance Records Attendance Attendance Minutes Attendance	Positive outcome Positive feedback from parents. High attendance by children and parents. High rate of attendance Effective communication between parents and teachers regarding student academic achievements Signed Parent Notices High attendance Rate High Attendance Rate All stakeholders are represented at the meetings. Parents given the opportunity to be a part of the decision-making process
ELA	Homeless	Family Literacy Back to School Night Kindergarten Meet and Greet	Yes Yes	Attendance Attendance Attendance	Full Capacity Attendance Positive outcome Positive feedback from parents.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Parent-Teacher Conferences Parent- Teacher At-Risk Conferences Citizen of the Month National Elementary Honor Society Ceremony Safety Committee Gifted & Talented Project Fair Language Assistance for Parents (Adult ESL)		Attendance Records Attendance Records Attendance Attendance Minutes Attendance Attendance Enrollment and surveys	High attendance by children and parents. High rate of attendance Effective communication between parents and teachers regarding student academic achievements Signed Parent Notices High attendance Rate High Attendance Rate All stakeholders are represented at the meetings. Parents given the opportunity to be a part of the decision-making process Positive parental response. Enrolled participants acquired basic English language skills
Math	Homeless	Back to School Night Kindergarten Meet and	Yes	Attendance Attendance	Positive outcome Positive feedback from parents.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Greet			High attendance by children and parents.
		Parent-Teacher Conferences		Attendance Records	High rate of attendance Effective communication between parents and teachers regarding student academic achievements
		Parent- Teacher At-Risk Conferences		Attendance Records	Signed Parent Notices
		Citizen of the Month		Attendance	High attendance Rate
		National Elementary Honor Society Ceremony		Attendance	High Attendance Rate
		Safety Committee		Minutes Attendance	All stakeholders are represented at the meetings. Parents given the opportunity to be a part of the decision-making process
		Gifted & Talented Project Fair		Attendance	Positive parental response.
		Language Assistance for Parents (Adult ESL)		Enrollment and surveys	Enrolled participants acquired basic English language skills
ELA	Migrant	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	N/A			
ELA	ELLs	Family Literacy	Yes	Attendance	Full Capacity Attendance
		Gifted & Talented Project Fair	Yes	Attendance	Positive parental response.
		Language Assistance for Parents (Adult ESL)	Yes	Enrollment and surveys	Enrolled participants acquired basic English language skills
		Back to School Night		Attendance	Positive outcome
		Kindergarten Meet and Greet		Attendance	Positive feedback from parents. High attendance by children and parents.
		Parent-Teacher Conferences		Attendance Records	High rate of attendance Effective communication between parents and teachers regarding student academic achievements
		Parent- Teacher At-Risk Conferences		Attendance Records	Signed Parent Notices
		Citizen of the Month		Attendance	High attendance Rate
		National Elementary Honor Society Ceremony		Attendance	High Attendance Rate
		Safety Committee		Minutes Attendance	All stakeholders are represented at the meetings. Parents given the opportunity to be a part of the

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					decision-making process
Math	ELLs	Gifted & Talented Project Fair Language Assistance for Parents (Adult ESL) Back to School Night Kindergarten Meet and Greet Parent-Teacher Conferences Parent- Teacher At-Risk Conferences Citizen of the Month National Elementary Honor Society Ceremony Safety Committee	Yes Yes	Attendance Enrollment and surveys Attendance Attendance Attendance Records Attendance Records Attendance Attendance	Positive parental response. Enrolled participants acquired basic English language skills Positive outcome Positive feedback from parents. High attendance by children and parents. High rate of attendance Effective communication between parents and teachers regarding student academic achievements Signed Parent Notices High attendance Rate High Attendance Rate All stakeholders are represented at the meetings.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Minutes Attendance	Parents given the opportunity to be a part of the decision-making process
ELA	Economically Disadvantaged	Family Literacy	Yes	Attendance	Full Capacity Attendance
		Gifted & Talented Project Fair	Yes	Attendance	Positive parental response.
		Language Assistance for Parents (Adult ESL)	Yes	Enrollment and surveys	Enrolled participants acquired basic English language skills
		Back to School Night		Attendance	Positive outcome
		Kindergarten Meet and Greet		Attendance	Positive feedback from parents. High attendance by children and parents.
		Parent-Teacher Conferences		Attendance Records	High rate of attendance Effective communication between parents and teachers regarding student academic achievements
		Parent- Teacher At-Risk Conferences		Attendance Records	Signed Parent Notices
		Citizen of the Month		Attendance	High attendance Rate

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		National Elementary Honor Society Ceremony Safety Committee		Attendance Minutes Attendance	High Attendance Rate All stakeholders are represented at the meetings. Parents given the opportunity to be a part of the decision-making process
Math	Economically Disadvantaged	Gifted & Talented Project Fair Language Assistance for Parents (Adult ESL) Back to School Night Kindergarten Meet and Greet Parent-Teacher Conferences Parent- Teacher At-Risk Conferences Citizen of the Month	Yes Yes	Attendance Enrollment and surveys Attendance Attendance Attendance Records Attendance Records Attendance	Positive parental response. Enrolled participants acquired basic English language skills Positive outcome Positive feedback from parents. High attendance by children and parents. High rate of attendance Effective communication between parents and teachers regarding student academic achievements Signed Parent Notices High attendance Rate

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		National Elementary Honor Society Ceremony Safety Committee		Attendance Minutes Attendance	High Attendance Rate All stakeholders are represented at the meetings. Parents given the opportunity to be a part of the decision-making process
ELA					
Math					

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC (Grades 3-5) Concepts of Print (Kdg) IRLA's Fluency (Grades 1-2) District Comprehension (Grades 3-5) ESEA School Performance Writer's Workshop Folders	PARCC These results help determine the area of focus for the next school year. Professional Development in Comprehension Strategies and Guided Reading strategies are being planned for the 2015-16 school year. PARCC assesses how students are progressing toward meeting the Common Core - Standards in Language Arts and Math. It also serves as an indicator for determining which students may need instructional interventions. Students that score "Partially Proficient" are candidates for Basic Skills Intervention and PARCC After-school Tutoring. Benchmarks and EOY Assessments– Kindergarten – Grades 5 Grade K- 5 students that score below level on these assessments are eligible to receive Basic Skills Instruction. Throughout the year, Benchmark assessments were given and an End of the Year assessment was given in June. All students showed growth.
Academic Achievement - Writing		
Academic Achievement - Mathematics	PARCC Grades 3-5 Trimester Tests (Gr. K-5)	PARCC PARCC assesses how students are progressing toward meeting the Common Core Standards in Language Arts and Math. It also serves as an indicator for determining which students may need instructional interventions.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p>Supplemental materials that are aligned with the Common Core are being ordered. Teachers are becoming more comfortable with the new Common Core Standards.</p> <p>Trimester Test (Grades K-5)</p> <p>Students were given a district-wide pre and post trimester test. Questions were revised this year to reflect the rigor of the new Common Core Standards. Results were analyzed upon the completion of each post test. Strategies for improvement were discussed</p>
Family and Community Engagement	Attendance Records: Home and School Meetings, Family Literacy, Technology and Study Island Night, Kindergarten Meet and Greet, Back to School Night, Parent Conferences, ESL/BSI Parent Advisory & Council Meeting, Showcase (Gifted and Talented)	Parent participation in school activities. Records indicate a positive turn-out for, Family Literacy, Technology and Study Island Night, Kindergarten Orientation, Back to School Night, and Parent Conferences. There is a need to increase participation at Home and School Meetings.
Professional Development	Attendance records for district sponsored workshops PD request forms for out of district workshops Realignment of Curriculum Summary Sheet	<p>Attendance records of teacher participation and ongoing professional development such as Writer's Workshop, PARCC and Common Core Workshops, and Technology (Real Time and Performance Matters) show teachers are attending professional development. Teachers are becoming more familiar with current technology and using their skills to improve instruction.</p> <p>Curriculum has been aligned to the new Common Core Standards for Math and ELA in order to meet the required state guidelines and timeline. Select teachers in grades K-5 have been involved in writing district curriculum alignment.</p>
Leadership	Agendas and sign-In Sheets: PLC/ Design Team Meetings Safety Meetings Supervisor/ District Leadership Institute Meetings	All curriculums, programs, strategies and other school wide initiatives are discussed and decided upon at leadership meetings. Meetings are held on a regular basis

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	<p>School Report Card</p> <p>Surveys</p>	<p>The NJ School Performance Report Card show Length of School Day, Instructional Time, Suspension Rate, Language Diversity, Student Absenteeism, Percent of LEP and Student with Disabilities, and NJASK Performance with student growth data, Our school report card indicates that 8.5% are limited English, 12% of our student population have IEPs, and 72% are economically disadvantaged.</p> <p>The school uses surveys to determine the technology ability of staff and parents. Parent survey to determine computer skills and computer/ internet availability in the home. Teacher survey to determine the faculty's level of technology ability and their use of technology in the classroom.</p> <p>The teacher surveys have determined the technology professional development that is being offered to teachers during grade levels in-service days or after school. In addition, surveys are given to determine needs for professional development.</p>
School-Based Youth Services	<p>Guidance counseling records</p> <p>Intervention and Referral Service records</p>	<p>Students meet with counselors on as needed basis.</p> <p>The IR&S Committee hold monthly meetings with teachers to suggest interventions for students that are referred.</p>
Students with Disabilities	<p>PARCC (Grades 3-5)</p> <p>Concepts of Print (Kdg)</p> <p>IRLA's Fluency (Grades 1-2)</p> <p>District Comprehension (Grades 3-5)</p> <p>ESEA School Performance</p> <p>Writer's Workshop Folders</p>	<p>PARCC</p> <p>These results help determine the area of focus for the next school year. Professional Development in Comprehension Strategies and Guided Reading strategies are being planned for the 2015-16 school year.</p> <p>PARCC assesses how students are progressing toward meeting the Common Core - Standards in Language Arts and Math. It also serves as an indicator for determining which students may need instructional interventions. Students that score "Partially Proficient" are candidates for Basic Skills Intervention and PARCC After-school Tutoring.</p> <p>Benchmarks and EOY Assessments– Kindergarten – Grades 5</p> <p>Grade K- 5 students that score below level on these assessments are eligible to receive Basic Skills Instruction. Throughout the year, Benchmark assessments were given and an End of the Year assessment was given in June. All students showed</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		growth.
Homeless Students	PARCC (Grades 3-5) Concepts of Print (Kdg) IRLA's Fluency (Grades 1-2) District Comprehension (Grades 3-5) ESEA School Performance Writer's Workshop Folders	<p>PARCC</p> <p>These results help determine the area of focus for the next school year. Professional Development in Comprehension Strategies and Guided Reading strategies are being planned for the 2015-16 school year.</p> <p>PARCC assesses how students are progressing toward meeting the Common Core - Standards in Language Arts and Math. It also serves as an indicator for determining which students may need instructional interventions. Students that score "Partially Proficient" are candidates for Basic Skills Intervention and PARCC After-school Tutoring.</p> <p>Benchmarks and EOY Assessments– Kindergarten – Grades 5</p> <p>Grade K- 5 students that score below level on these assessments are eligible to receive Basic Skills Instruction. Throughout the year, Benchmark assessments were given and an End of the Year assessment was given in June. All students showed growth.</p>
Migrant Students	N/A	
English Language Learners	PARCC (Grades 3-5) Concepts of Print (Kdg) IRLA's Fluency (Grades 1-2) District Comprehension (Grades 3-5) ESEA School Performance Writer's Workshop Folders	<p>PARCC</p> <p>These results help determine the area of focus for the next school year. Professional Development in Comprehension Strategies and Guided Reading strategies are being planned for the 2015-16 school year.</p> <p>PARCC assesses how students are progressing toward meeting the Common Core - Standards in Language Arts and Math. It also serves as an indicator for determining which students may need instructional interventions. Students that score "Partially Proficient" are candidates for Basic Skills Intervention and PARCC After-school Tutoring.</p> <p>Benchmarks and EOY Assessments– Kindergarten – Grades 5</p> <p>Grade K- 5 students that score below level on these assessments are eligible to receive Basic Skills Instruction. Throughout the year, Benchmark assessments were given and an End of the Year assessment was given in June. All students showed</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		growth.
Economically Disadvantaged	PARCC (Grades 3-5) Concepts of Print (Kdg) IRLA's Fluency (Grades 1-2) District Comprehension (Grades 3-5) ESEA School Performance Writer's Workshop Folders	<p>PARCC</p> <p>These results help determine the area of focus for the next school year. Professional Development in Comprehension Strategies and Guided Reading strategies are being planned for the 2015-16 school year.</p> <p>PARCC assesses how students are progressing toward meeting the Common Core - Standards in Language Arts and Math. It also serves as an indicator for determining which students may need instructional interventions. Students that score "Partially Proficient" are candidates for Basic Skills Intervention and PARCC After-school Tutoring.</p> <p>Benchmarks and EOY Assessments– Kindergarten – Grades 5</p> <p>Grade K- 5 students that score below level on these assessments are eligible to receive Basic Skills Instruction. Throughout the year, Benchmark assessments were given and an End of the Year assessment was given in June. All students showed growth.</p>

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?

A group of teachers, Supervisor and the principal, met various times and were divided into smaller groups. Each group was given data graphs such as NJASK scores, school report card, walkthrough results and survey results. Groups were asked to list potential problems they saw in the data and try to determine the root causes. Comments were collected, shared and discussed within the groups

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2. What process did the school use to collect and compile data for student subgroups?

The NJASK assessments provide the schools with disaggregated data and the data is shared with all stakeholders. The Math Trimester test data can be analyzed according to the following subgroups: General Education, Special Education and ELL. This information is shared at grade level meetings.

Data was separated into 4 types; teacher technology survey, student achievement (NJASK, Trimester tests, SF Assessments and student work), school culture (school report card,), and instructional progress.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

NJASK assessment scores are generated by state approve vendors, trimester assessments are modeled after the NJDOE's Model Curriculum, Scott Foresman Reading Assessments are part of a research-based program; School Report Card is taken off the state website

4. What did the data analysis reveal regarding classroom instruction?

The Marshall rubric data revealed that all teachers have scored “effective” in classroom instructional practices. The NJ ASK scores indicate that both Reading and Writing are in need of improvement. Furthermore, there is a continual need to support mathematical practices (problem-solving skills) in math.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data shows that the areas we targeted in Professional Development, such as Differentiated Instruction and Writer's Workshop, are being partially implemented.

6. How does the school identify educationally at-risk students in a timely manner?

At-risk students are identified by state and standardized test data, Reading Placement and Benchmark tests, district created Math Assessments, Interim Reports, Report Cards, Reading Inventories and Teacher Rating Scale data. As soon as results are received, the data is compiled and analyzed by the Principal, classroom teachers and/or BSIP/Bilingual/ESL teachers

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7. How does the school provide effective interventions to educationally at-risk students?

At-risk students are offered additional support in Wilson Reading, Foundations, Basic Skills, ESL, Resource Room and/or after-school tutoring

8. How does the school address the needs of migrant students? **NA**

9. How does the school address the needs of homeless students?

Homeless students are offered donations of backpacks and school supplies, transportation to and from school and all the same services as the general population of students. Also additional funds for technology were allocated to those classrooms that housed homeless students. The district also provides tuition to those enrolled in out of district schools due to homelessness and travel concerns.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

All grade level teachers, ESL/Bilingual teachers, Special Education teachers, and all other specialists attend weekly common planning time. At these meetings teachers coordinate instructional strategies for all subgroups, discuss project based learning lessons, compare student work and create learning opportunities that focus on academic areas of need. Continuous and measurable assessments are obtained through the Placement tests and Benchmark tests from the Scott Foresman Reading series (Grades K –5), running records, district created math trimester tests, district created Language Arts, Math, Social Studies and Science performance tasks that are aligned with the curriculum and the Common Core Standards (Grades K – 5), school-wide writing portfolios, and NJASK/PARCC assessments

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

The transition team in the district consists of a district team, a preschool team and a kindergarten team. The district team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, Child Study Team Supervisor, ESL/Basic Skills Supervisor, Preschool Administration, Elementary School Principal, and the Child Parent Involvement Specialist (CPIS). The Kindergarten team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, and one teacher from every Elementary School in the district, a master teacher, PIRT member and CPIS. The Preschool team is comprised of

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the EC Supervisor, Curriculum Supervisor, Provider Director and two teachers representing three and four year-old classrooms and special education teacher, master teacher and CPIS

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Data is collected from the Reading Baseline / End of Year Assessments, NJASK3, 4 & 5, and School Report Card, The school data team and Principal analyze the data to identify indicators that increase and decrease. Our Marshall teacher observations provide us with data about teacher instruction and student work that are based on “best practices”. Using the Marshall rubric, individual strengths and weaknesses are determined and discussed with the teacher.

**Provide a separate response for each question.*

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2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts Literacy and Reading, All Students	Language Arts Literacy and Reading, Staff Professional Development
Describe the priority problem using at least two data sources	<p>After analysis of the NJASK ELA clusters, it was determined that both writing and reading needed to be addressed. Our grade 4 & 5 scores were just below the just proficient mean in Writing, however, grade 3 scored above the JPM in Reading and Writing. Our grade 3 scored 59.1% proficiency. Grade 4 scored 49% proficiency and grade 5 scored 66.7% proficiency.</p> <p>Concepts of Print (Kdg) IRLA's Fluency (Grades 1-2) District Comprehension (Grades3-5)</p>	<p>Plan books indicate that not all teachers are able to maintain Writer's Workshop for a minimum of 3 times a week. Also, Guided Reading is not being used on a daily basis. Additional training in Guided Reading is necessary.</p> <p>During grade level meetings, teacher's expressed concern about integrating all our ELA initiatives. For example, initiatives such as Guided Reading, PARCC test prep and Writer's Workshop are done in isolation. Writer's Workshop needs to be aligned with the Pearson Reading series.</p>
Describe the root causes of the problem	<p>Writer's Workshop is being taught in isolation and not aligned with reading series.</p> <p>Fourth and fifth grade teachers are using a 2008 reading series that is not aligned to the common core. Budgetary restrictions do not allow for the purchase of a more current series.</p> <p>Our BSIP teachers are trained in Wilson Reading, but they have limited time available to address all the needs of the students.</p> <p>Our Special Education scores have had a negative effect on our total ELA scores. Special Education population takes the</p>	<p>Since the workshops were held during school hours and there were a lack of substitutes for coverage.</p> <p>Writer's Workshop continued in the classroom, but there was little opportunity for professional development opportunities for novice teachers.</p> <p>In addition to writing, there was a need to improve in reading comprehension. The William Paterson Professor in Residence has worked with us this school year in addressing reading comprehension; however, the initiatives implemented will take time to see improvement.</p>

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	NJASK test on their chronological grade level. That is not necessarily their ability level. The fact that these students are identified as having specific learning disabilities makes testing on their chronological grade level extremely difficult. Their learning disabilities have prevented them from grasping the information at their age level. The expectations of the NJASK assessments are not parallel to the student's individual plan (IEP).	Our Basic Skills teachers are trained in Wilson Reading, but they have limited time available to address the needs of the all students considered at risk.
Subgroups or populations addressed	All Students	All teachers
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy and Reading	Language Arts Literacy and Reading
Name of scientifically research based intervention to address priority problems	<p>Writer's Workshop – Writer's Workshop Professional Development for new teachers will continue for grades 1-5.</p> <p>Guided Reading Students Guided Reading levels will be determined by SF Baseline Assessments and the Columbia Teacher's College IRLAs.</p> <p>Scott Foreman Reading Street series- Copyright 2013 for gr. 1-3 is being used. This series is research-based and is correlated to the new Common Core Standards.</p> <p>We will continue to include Wilson as an IEP related service in small group and in Basic Skills.</p> <p>We will begin to implement the Daily 5 structure in K-2 classrooms</p>	<p>Continue and expand Professional Development in Writer's Workshop and Wilson Reading.</p> <p>Offer opportunities for teachers to work during summer to align reading curriculum with writing.</p> <p>Partner with William Paterson University to provide job-embedded and ongoing professional development in ELA. A "Professor in Residence" will provide the staff in making all the school's various initiatives work as one solid and consistent plan.</p> <p>PIR will work with teachers as a mentor. PIR will model and confer both in the classroom and during grade level meetings.</p> <p>K-2 Teachers will be trained in using the Daily 5</p>
How does the intervention align with the Common Core State Standards?	CCCS will be incorporated into the plan	CCCS will be incorporated into the plan

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2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Mathematics, Staff Professional Development	
Describe the priority problem using at least two data sources	<p>Our current Math series is not aligned with the new Common Core Standards.</p> <p>The district's K-5 Math Trimester Tests were revised to mirror the NJDOE Model Curriculum.</p> <p>The ESEA Profile indicates that our economically disadvantaged students have not met their performance goal in Math.</p> <p>Our 2014 NJASK scores were 75% proficiency/advanced proficiency in grade 78.8% proficiency/advanced proficiency in grade 4 and 84.8% proficiency/advanced proficiency in grade 5.</p>	
Describe the root causes of the problem	Due to the additional rigor of the CCSS, teachers are in the process of realigning their lessons and finding materials to provide activities that will ensure true understanding of the concepts and skills being taught. Our Mathematics series is not aligned to the new Common Core Standards. Due to lack of funding, the district is unable to purchase a new series at this time	
Subgroups or populations addressed	Teachers	

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Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address priority problems	NJDOE Model Curriculum Supplemental Common Core Materials	
How does the intervention align with the Common Core State Standards?	CCCS will be incorporated into the plan	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Writer's Workshop	Curriculum Coordinator	Student Writer's Workshop folders PARCC Scores Observations	<u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi <u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi
		Wilson Reading/ Foundations	Wilson Reading Coordinator/Coach	WIATT Assessment PARCC Scores SF Baseline / End of Year Tests	Intervention: Wilson Reading System - http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ www.wilsonlanguage.com/w_about.htm http://www.foundations.com/ The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for “at-risk” students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/
		Project-based Learning	Principal Teachers	Projects\ Rubric Scores	Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic- intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to “authentic intellectual challenges, they become

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

		Differentiated Instruction	Principal Supervisors Teachers	Observations Plan books Evaluations	more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996).
		APEEC	Curriculum Supervisors Early Childhood Supervisor Teachers Principals	Classroom visits	Differentiated Instruction and Implications for UDL Implementation By Tracey Hall, Nicole Strangman, and Anne Meyer <i>Note: Updated on 11/2/09</i> Assessment of Practices in Early Elementary Classrooms (Apeec [Large Print] [Paperback] Mary Louise Hemmeter (Author), Kelly L. Maxwell (Author), Melinda Jones Ault (Author), John W. Schuster (Author), July, 2001
		Guided Reading	Principal Supervisors Teachers	Observations Plan books/ Running Records/ IRLAs Reader's Response Journals	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf http://www2.scholastic.com/browse/article.jsp?id=4343 https://www.msu.edu/user/tarjason/What%20is%20Guided%20Reading.pdf
		Comprehension Strategies	District Administrators, District Curriculum Supervisor Reading	Scott Foresman Placement and Benchmark assessments PARCC Assessment Interim Reports Report Cards	Guided reading allows students to progress at their own speed and skill level http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

			Specialist; Teachers Gr. 1 – 5		<p><u>Strategies that Work – Teaching Comprehension to Enhance Understanding</u> by Stephanie Harvey & Anne Goudvis Copyright 2000</p> <p><u>Mosaic of Thought - Teaching Comprehension in a Reader's Workshop</u> by Ellin O. Keene & Susan Zimmermann Copyright 1997</p> <p>Online teaching lessons and comprehension strategies contracted through Standards Solution.</p>
		William Paterson University Professor in Residence	Curriculum Supervisor Principal PIR	<p>SF Benchmark and End of Year Assessments</p> <p>Columbia Teacher's College IRLA</p> <p>PARCC Scores</p> <p>Pre/Post tests PARCC Assessment</p>	<p>As the research indicates, sustained, focused, and coherent professional development that stresses content and pedagogy can be so much more meaningful than "drive-by" professional development activities. For these practices to be effective, schools need to consider ways to support teachers in receiving these opportunities. This can include providing adequate time for working with colleagues, giving teachers access to outside expertise, and examining the structures of schools and policies (Peck, Barton, & Klump, 2007).</p>
		PARCC After-school Tutoring	Principal, Supervisors, Teachers	<p>Attendance Records Parent Surveys Evaluations</p>	<p>Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf</p> <p><u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

		Family Literacy	District administrators Principal		<p>"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.</p>
		Technology	Principal	<p>Attendance Records Parent Surveys Evaluations District/ State Assessments</p>	<p>Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.</p> <p>Research supports a connection between a student's academic achievement and parental involvement.</p> <p>http://www2.ed.gov/pubs/FamLit/need.html</p> <p>http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap</p>
		Daily 5	Supervisors, Principal, K-2 Teachers, PIRs	Walkthroughs	<p><u>Daily Five</u></p> <p>https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3</p>
					<p><u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi</p> <p><u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi</p> <p>Intervention: Wilson Reading System -</p>

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					http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ www.wilsonlanguage.com/w_about.htm http://www.foundations.com/ The Wilson program for research based reading instruction provides http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/
Math	Students with Disabilities	Project-based Learning	Supervisor Principal Teachers	Projects\ Rubric Scores	Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic- intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to “authentic intellectual challenges, they become more engaged in their learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996).
		Differentiated Instruction	Principal Supervisor Teachers	Observations Plan books Evaluations	Differentiated Instruction and Implications for UDL Implementation By Tracey Hall, Nicole Strangman, and Anne Meyer <i>Note: Updated on 11/2/09</i>
		APEEC	Curriculum Supervisor Early Childhood Supervisor Teachers Principals	Classroom visits	Assessment of Practices in Early Elementary Classrooms (Apeec [Large Print] [Paperback] Mary Louise Hemmeter (Author), Kelly L. Maxwell (Author), Melinda Jones Ault (Author), John W. Schuster (Author), July, 2001

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

		PARCC After-school Tutoring	Principal, Supervisor, Teachers	Pre/Post tests PARCC Assessment	Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009
		Family Math	District administrators Principal	Attendance Records Parent Surveys Evaluations	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.
		Technology	Supervisor	Attendance Records Parent Surveys Evaluations District/ State Assessments	Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education. Research supports a connection between a student's academic achievement and parental involvement. http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ELA	Homeless	Writer's Workshop	Curriculum Coordinator	Student Writer's Workshop folders PARCC Scores Observations	<u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi <u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi
		Wilson Reading	Wilson Reading Coordinator/Coach	WIATT Assessment PARCC Scores SF Baseline / End of Year Tests	Intervention: Wilson Reading System - http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ www.wilsonlanguage.com/w_about.htm http://www.foundations.com/ The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for "at-risk" students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/
		Project-based Learning	Supervisor Principal Teachers	Projects\ Rubric Scores	Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic- intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to "authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996).
		Differentiated Instruction	Principal	Observations	Differentiated Instruction and Implications for UDL Implementation By Tracey Hall, Nicole Strangman, and Anne Meyer

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		APEEC	Supervisor Teachers	Plan books Evaluations	<i>Note: Updated on 11/2/09</i>
			Curriculum Supervisor Early Childhood Supervisor Teachers Principals	Classroom visits	Assessment of Practices in Early Elementary Classrooms (Apeec [Large Print] [Paperback] Mary Louise Hemmeter (Author), Kelly L. Maxwell (Author), Melinda Jones Ault (Author), John W. Schuster (Author), July, 2001
		Guided Reading	Principal Supervisor Teachers	Observations Plan books/ Running Records/ IRLAs Reader's Response Journals	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf http://www2.scholastic.com/browse/article.jsp?id=4343 https://www.msu.edu/user/tarjason/What%20is%20Guided%20Reading.pdf
		Comprehension Strategies	District Administrators, District Curriculum Supervisor Reading Specialist; Teachers	Scott Foresman Placement and Benchmark assessments PARCC Assessment Interim Reports Report Cards	Guided reading allows students to progress at their own speed and skill level http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf <u>Strategies that Work – Teaching Comprehension to Enhance Understanding</u> by Stephanie Harvey & Anne Goudvis Copyright 2000 <u>Mosaic of Thought - Teaching Comprehension in a Reader's Workshop</u> by Ellin O. Keene & Susan Zimmermann Copyright

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

		William Paterson University Professor in Residence	Gr. 1 – 5 Curriculum Supervisor Principal Supervisor PIR	SF Benchmark and End of Year Assessments Columbia Teacher's College IRLA PARCC Scores	1997 Online teaching lessons and comprehension strategies contracted through Standards Solution. As the research indicates, sustained, focused, and coherent professional development that stresses content and pedagogy can be so much more meaningful than "drive-by" professional development activities. For these practices to be effective, schools need to consider ways to support teachers in receiving these opportunities. This can include providing adequate time for working with colleagues, giving teachers access to outside expertise, and examining the structures of schools and policies (Peck, Barton, & Klump, 2007).
		PARCC After-school Tutoring	Principal, Supervisor, Teachers	Pre/Post tests PARCC Assessment	Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

		Family Literacy	District administrators Principal	Attendance Records Parent Surveys Evaluations	<p>"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.</p> <p>Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.</p> <p>Research supports a connection between a student's academic achievement and parental involvement.</p> <p>http://www2.ed.gov/pubs/FamLit/need.html</p> <p>http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap</p> <p><u>Daily Five</u></p> <p>https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3</p>
		Technology	Supervisor	Attendance Records Parent Surveys Evaluations District/ State Assessments	
		Daily 5	Principal, Supervisor, PIR, K-2 teachers	Walkthroughs	
Math	Homeless	Project-based Learning	Supervisor Principal Teachers	Projects\ Rubric Scores	<p>Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic- intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to "authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996).</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

		Differentiated Instruction	Principal Supervisor Teachers	Observations Plan books Evaluations	Differentiated Instruction and Implications for UDL Implementation By Tracey Hall, Nicole Strangman, and Anne Meyer <i>Note: Updated on 11/2/09</i>
		APEEC	Curriculum Supervisor Early Childhood Supervisor Teachers Principals	Classroom visits	Assessment of Practices in Early Elementary Classrooms (Apeec [Large Print] [Paperback] Mary Louise Hemmeter (Author), Kelly L. Maxwell (Author), Melinda Jones Ault (Author), John W. Schuster (Author), July, 2001
		PARCC After-school Tutoring	Principal, Supervisor, Teachers	Pre/Post tests PARCC Assessment	Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009
		Family Math	District administrators Principal	Attendance Records Parent Surveys Evaluations	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

		Technology	Supervisor	Attendance Records Parent Surveys Evaluations District/ State Assessments	Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education. Research supports a connection between a student's academic achievement and parental involvement. http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Writer's Workshop	Curriculum Coordinator	Student Writer's Workshop folders PARCC Scores Observations	<u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi <u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi
		Wilson Reading	Wilson Reading Coordinator/Coach	WIATT Assessment PARCC Scores SF Baseline / End of Year Tests	Intervention: Wilson Reading System - http://ies.ed.gov/ncee/www/reports/beginning_reading/wrs/ www.wilsonlanguage.com/w_about.htm http://www.foundations.com/ The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve

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		Project-based Learning	Supervisor Principal Teachers	Projects\ Rubric Scores	instruction for “at-risk” students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/
		Differentiated Instruction	Principal Supervisor Teachers	Observations Plan books Evaluations	Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic- intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to “authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996). Differentiated Instruction and Implications for UDL Implementation By Tracey Hall, Nicole Strangman, and Anne Meyer <i>Note: Updated on 11/2/09</i>
		APEEC	Curriculum Supervisor Early Childhood Supervisor Teachers Principals Principal	Classroom visits	Assessment of Practices in Early Elementary Classrooms (Apeec [Large Print] [Paperback] Mary Louise Hemmeter (Author), Kelly L. Maxwell (Author), Melinda Jones Ault (Author), John W. Schuster (Author), July, 2001

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

		Guided Reading	Supervisor Teachers	Observations Plan books/ Running Records/ IRLAs Reader's Response Journals	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf http://www2.scholastic.com/browse/article.jsp?id=4343 https://www.msu.edu/user/tarjason/What%20is%20Guided%20Reading.pdf Guided reading allows students to progress at their own speed and skill level
		Comprehension Strategies	District Administrators, District Curriculum Supervisor Reading Specialist; Teachers Gr. 1 – 5	Scott Foresman Placement and Benchmark assessments PARCC Assessment Interim Reports Report Cards	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf <u>Strategies that Work – Teaching Comprehension to Enhance Understanding</u> by Stephanie Harvey & Anne Goudvis Copyright 2000 <u>Mosaic of Thought - Teaching Comprehension in a Reader's Workshop</u> by Ellin O. Keene & Susan Zimmermann Copyright 1997 Online teaching lessons and comprehension strategies contracted through Standards Solution.
		William Paterson University Professor in Residence	Curriculum Supervisor Principal Supervisor PIR	SF Benchmark and End of Year Assessments Columbia Teacher's College IRLA PARCC Scores	As the research indicates, sustained, focused, and coherent professional development that stresses content and pedagogy can be so much more meaningful than "drive-by" professional development activities. For these practices to be effective, schools need to consider ways to support teachers in receiving these opportunities. This can include providing adequate time for working with colleagues, giving teachers access to outside expertise, and examining the structures of

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

		PARCC After-school Tutoring	Principal, Supervisor, Teachers	Pre/Post tests PARCC Assessment	schools and policies (Peck, Barton, & Klump, 2007). Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/www/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009
		Family Literacy	District administrators Principal	Attendance Records Parent Surveys Evaluations	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.
		Technology	Supervisor	Attendance Records Parent Surveys Evaluations District/ State Assessments	Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education. Research supports a connection between a student's academic achievement and parental involvement. http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap

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Math	ELLs	Project-based Learning	Supervisor Principal Teachers	Projects\ Rubric Scores	Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic- intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to “authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996).
		Differentiated Instruction	Principal Supervisor Teachers	Observations Plan books Evaluations	Differentiated Instruction and Implications for UDL Implementation By Tracey Hall, Nicole Strangman, and Anne Meyer <i>Note: Updated on 11/2/09</i>
		APEEC	Curriculum Supervisor Early Childhood Supervisor Teachers Principals	Classroom visits	Assessment of Practices in Early Elementary Classrooms (Apeec [Large Print] [Paperback] Mary Louise Hemmeter (Author), Kelly L. Maxwell (Author), Melinda Jones Ault (Author), John W. Schuster (Author), July, 2001
		PARCC After-school Tutoring	Principal, Supervisor, Teachers	Pre/Post tests PARCC Assessment	Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf

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		Family Math	District administrators Principal	Attendance Records Parent Surveys Evaluations	<u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009 "Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.
		Technology	Supervisor	Attendance Records Parent Surveys Evaluations District/ State Assessments	Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education. Research supports a connection between a student's academic achievement and parental involvement. http://www2.ed.gov/pubs/FamLit/need.html http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap
ELA	Economically Disadvantaged	Writer's Workshop	Curriculum Coordinator	Student Writer's Workshop folders PARCC Scores Observations	<u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

		Wilson Reading	Wilson Reading Coordinator/Coach	<p>WIATT Assessment</p> <p>PARCC Scores</p> <p>SF Baseline / End of Year Tests</p>	<p><u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi</p> <p>Intervention: Wilson Reading System - http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/www.wilsonlanguage.com/w_about.htm http://www.foundations.com/ The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for “at-risk” students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/</p>
		Project-based Learning	Supervisor Principal Teachers	<p>Projects\ Rubric Scores</p>	<p>Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic- intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to “authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996).</p>
		Differentiated Instruction	Principal Supervisor Teachers	<p>Observations Plan books Evaluations</p>	<p>Differentiated Instruction and Implications for UDL Implementation By Tracey Hall, Nicole Strangman, and Anne Meyer <i>Note: Updated on 11/2/09</i></p>
			Curriculum	<p>Classroom visits</p>	

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		APEEC	Supervisor Early Childhood Supervisor Teachers Principals		Assessment of Practices in Early Elementary Classrooms (Apeec [Large Print] [Paperback] Mary Louise Hemmeter (Author), Kelly L. Maxwell (Author), Melinda Jones Ault (Author), John W. Schuster (Author), July, 2001
		Guided Reading	Principal Supervisor Teachers	Observations Plan books/ Running Records/ IRLAs Reader's Response Journals	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf http://www2.scholastic.com/browse/article.jsp?id=4343 https://www.msu.edu/user/tarjason/What%20is%20Guided%20Reading.pdf
		Comprehension Strategies	District Administrators, District Curriculum Supervisor Reading Specialist; Teachers Gr. 1 – 5	Scott Foresman Placement and Benchmark assessments PARCC Assessment Interim Reports Report Cards	Guided reading allows students to progress at their own speed and skill level http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf <u>Strategies that Work – Teaching Comprehension to Enhance Understanding</u> by Stephanie Harvey & Anne Goudvis Copyright 2000 <u>Mosaic of Thought - Teaching Comprehension in a Reader's Workshop</u> by Ellin O. Keene & Susan Zimmermann Copyright 1997 Online teaching lessons and comprehension strategies contracted through Standards Solution.

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		William Paterson University Professor in Residence	Curriculum Supervisor Principal Supervisor	SF Benchmark and End of Year Assessments Columbia Teacher's College IRLA PARCC Scores	As the research indicates, sustained, focused, and coherent professional development that stresses content and pedagogy can be so much more meaningful than "drive-by" professional development activities. For these practices to be effective, schools need to consider ways to support teachers in receiving these opportunities. This can include providing adequate time for working with colleagues, giving teachers access to outside expertise, and examining the structures of schools and policies (Peck, Barton, & Klump, 2007).
		PARCC After-school Tutoring	Principal, Supervisor, Teachers	Pre/Post tests PARCC Assessment	Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf <u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009
		Family Literacy	District administrators Principal	Attendance Records Parent Surveys Evaluations	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.
		Technology			

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		Daily 5	Supervisor Supervisor, Principal, K-2 teachers, PIRs	Attendance Records Parent Surveys Evaluations District/ State Assessments Walkthroughs	<p>Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.</p> <p>Research supports a connection between a student's academic achievement and parental involvement.</p> <p>http://www2.ed.gov/pubs/FamLit/need.html</p> <p>http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap</p> <p><u>Daily Five</u></p> <p>https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3</p>
Math	Economically Disadvantaged	Project-based Learning	Supervisor Principal Teachers Principal Supervisor Teachers	Projects\ Rubric Scores Observations Plan books Evaluations	<p>Learning takes place through the context of tasks, problems, and projects that are purposeful and meaningful and essential to the curriculum. Newmann (2000) called for an increased focus in schools with authentic- intellectual work that requires high level cognitive performance that is in-depth, and rigorous, rather than superficially. When students are exposed to “authentic intellectual challenges, they become more engaged in there learning (Avery, 1999; Kane et al., 1995; Marks, 2000; Newmann and Associates, 1996).</p> <p>Differentiated Instruction and Implications for UDL Implementation By Tracey Hall, Nicole Strangman, and Anne Meyer <i>Note: Updated on 11/2/09</i></p>

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		Differentiated Instruction		Classroom visits	Assessment of Practices in Early Elementary Classrooms (Apeec [Large Print] [Paperback] Mary Louise Hemmeter (Author), Kelly L. Maxwell (Author), Melinda Jones Ault (Author), John W. Schuster (Author), July, 2001
		APEEC	Curriculum Supervisor Early Childhood Supervisor Teachers Principals		
		PARCC After-school Tutoring	Principal, Supervisor, Teachers	Pre/Post tests PARCC Assessment	Structuring Out of School Time to Improve Academic Achievement: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf
		Family Math	District administrators Principal	Attendance Records Parent Surveys Evaluations	<u>Designing & Teaching Learning Goals & objectives – Classroom Strategies that Work</u> Robert J. Marzano Copyright 2009 "Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.
		Technology	Supervisor	Attendance Records Parent Surveys Evaluations District/ State Assessments	Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education. Research supports a connection between a student's academic achievement and parental involvement. http://www2.ed.gov/pubs/FamLit/need.html

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					http://www.slideshare.net/NCFLLiteracyNow/family-literacy-the-achievement-gap
ELA					
Math					

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*Summer Curriculum Professional Development	Curriculum Supervisor, Supervisors, Asst. Curriculum Supervisors, Select K-5 and Special Education Teachers Principal	Curriculum Alignment documents, Pacing Guides, Integrated Assessment Development, Teacher Lesson Plans, Attendance records, Grade Level (PLC)/Cluster meeting communication, Teacher mini-observations and evaluations	According to the authors of <i>Getting Results with Curriculum Mapping</i> by Valerie Truesdale, Claire Thompson and Michael Lucas that was published by the ASCD, curriculum mapping has been a useful tool to bring about a synergy of professional expertise focused on instructional improvement. It has provided the tools to build a cohesive learning community with teachers as the chief architects and builders. Over several years, maps have become the hub for highlighting continual changes and refinements needed in the instructional program. Mapping has provided a process for collegial dialogue as it focuses on alignment of content, skills, assessments, and activities across schools, with its ultimate goal of improving student achievement.

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ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		*Gifts & Talents Enrichment	Gifts & Talents Coordinator, Gifts & Talents Specialist, Principal	G & T Team attendance records and feedback, SGO results Baseline/EOY and NJASK/PARCC results, Report Cards/Interim Reports, Regular classroom assessments, classroom teacher feedback, Grade Level (PLC)/Cluster meeting communication, G & T mini-observations and evaluations	<p>The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. Research shows exposure to exciting topics and areas of study lead to the development of passionate interests, which, in turn, lead to opportunities for advanced independent, and small group investigations suitable for academically talented students. The summer program is based on extending the same principle used during the academic year into a focused summer program with high levels advanced content and enrichment.</p> <p>Bergen County Consortium for teachers of the gifted: www.bccgt.net</p> <p>Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchild society.com http://madscience.org/locations/bergen/KampThemes.aspx</p> <p>New Jersey Association for Gifted Children – njagc.org</p>
		Extended – year	Special	Pre-assessment	http://www.ascd.org/professional_development/institutes/PD11PC0

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Special Education Program	Services Director	Project-based post assessment	20.aspx
Math	Students with Disabilities	*Summer Curriculum Professional Development	Curriculum Supervisor, Asst. Curriculum Supervisors, Select K-5 and Special Education Teachers Principal Gifts & Talents Coordinator, Gifts & Talents Specialist, Principal	Curriculum Alignment documents, Pacing Guides, Integrated Assessment Development, Teacher Lesson Plans, Attendance records, Grade Level (PLC)/Cluster meeting communication, Teacher mini-observations and evaluations G & T Team attendance records and feedback, SGO results Baseline/EOY and NJASK/PARCC results, Report Cards/Interim Reports, Regular	According to the authors of <i>Getting Results with Curriculum Mapping</i> by Valerie Truesdale, Claire Thompson and Michael Lucas that was published by the ASCD, curriculum mapping has been a useful tool to bring about a synergy of professional expertise focused on instructional improvement. It has provided the tools to build a cohesive learning community with teachers as the chief architects and builders. Over several years, maps have become the hub for highlighting continual changes and refinements needed in the instructional program. Mapping has provided a process for collegial dialogue as it focuses on alignment of content, skills, assessments, and activities across schools, with its ultimate goal of improving student achievement. The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. Research shows exposure to exciting topics and areas of study lead to the development of passionate interests, which, in turn, lead to opportunities for advanced independent, and small group investigations suitable for academically talented students. The summer program is

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		*Gifts & Talents Enrichment		classroom assessments, classroom teacher feedback, Grade Level (PLC)/Cluster meeting communication, G & T mini-observations and evaluations	based on extending the same principle used during the academic year into a focused summer program with high levels advanced content and enrichment.
		Extended – year Special Education Program	Special Services Director	Pre-assessment Project-based post assessment Attendance records Progress report Teacher feedback	<p>Bergen County Consortium for teachers of the gifted: www.bccgt.net</p> <p>Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchildociety.com http://madscience.org/locations/bergen/KampThemes.aspx</p> <p>New Jersey Association for Gifted Children – njagc.org</p> <p>http://www.ascd.org/professional_development/institutes/PD11PC020.aspx</p>
ELA	Homeless	Extended- day ESL Program - Immigrant Enrichment Program	ESL/BSI Supervisor	Attendance records Progress report Teacher feedback	http://www.wida.us/standards/elp.aspx

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ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Extended- year ESL Program - Immigrant Enrichment Program	ESL/BSI Supervisor	Attendance records Progress report Teacher feedback	http://www.wida.us/standards/elp.aspx
		*Summer Curriculum Professional Development	Curriculum Supervisor, Supervisors, Asst. Curriculum Supervisors, Select K-5 Teachers (including S.E.), Principal	Curriculum Alignment documents, Pacing Guides, Integrated Assessment Development, Teacher Lesson Plans, Attendance records, Grade Level (PLC)/Cluster meeting communication, Teacher mini-observations and evaluations	According to the authors of <i>Getting Results with Curriculum Mapping</i> by Valerie Truesdale, Claire Thompson and Michael Lucas that was published by the ASCD, curriculum mapping has been a useful tool to bring about a synergy of professional expertise focused on instructional improvement. It has provided the tools to build a cohesive learning community with teachers as the chief architects and builders. Over several years, maps have become the hub for highlighting continual changes and refinements needed in the instructional program. Mapping has provided a process for collegial dialogue as it focuses on alignment of content, skills, assessments, and activities across schools, with its ultimate goal of improving student achievement.
		*Gifts &	Gifts & Talents Coordinator, Gifts & Talents Specialist,	G & T Team attendance records and feedback, SGO results Baseline/EOY and NJASK/PARCC results, Report Cards/Interim	The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. Research shows exposure to exciting topics and areas of study lead to the development of passionate

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Talents Enrichment	Principal	Reports, Regular classroom assessments, classroom teacher feedback, Grade Level (PLC)/Cluster meeting communication, G & T mini-observations and evaluations Pre-assessment Project-based post assessment	interests, which, in turn, lead to opportunities for advanced independent, and small group investigations suitable for academically talented students. The summer program is based on extending the same principle used during the academic year into a focused summer program with high levels advanced content and enrichment. Bergen County Consortium for teachers of the gifted: www.bccgt.net Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchildsociety.com http://madsience.org/locations/bergen/KampThemes.aspx New Jersey Association for Gifted Children – njagc.org http://www.ascd.org/professional_development/institutes/PD11PC020.aspx
		Extended – year Special Education Program	Special Services Director	Attendance records Progress report Teacher feedback	http://www.ascd.org/professional_development/institutes/PD11PC020.aspx
Math	Homeless	Extended- day ESL Program -	ESL/BSI Supervisor	Attendance records Progress report	http://www.wida.us/standards/elp.aspx

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Immigrant Enrichment Program		Teacher feedback	
		*Summer Curriculum Professional Development	Curriculum Supervisor, Supervisors, Asst. Curriculum Supervisors, Select K-5 Teachers (including S.E.), Principal	Curriculum Alignment documents, Pacing Guides, Integrated Assessment Development, Teacher Lesson Plans, Attendance records, Grade Level (PLC)/Cluster meeting communication, Teacher mini-observations and evaluations	According to the authors of <i>Getting Results with Curriculum Mapping</i> by Valerie Truesdale, Claire Thompson and Michael Lucas that was published by the ASCD, curriculum mapping has been a useful tool to bring about a synergy of professional expertise focused on instructional improvement. It has provided the tools to build a cohesive learning community with teachers as the chief architects and builders. Over several years, maps have become the hub for highlighting continual changes and refinements needed in the instructional program. Mapping has provided a process for collegial dialogue as it focuses on alignment of content, skills, assessments, and activities across schools, with its ultimate goal of improving student achievement.
		*Gifts & Talents Enrichment	Gifts & Talents Coordinator, Gifts & Talents Specialist, Principal	G & T Team attendance records and feedback, SGO results Baseline/EOY and NJASK/PARCC results, Report Cards/Interim Reports, Regular classroom assessments, classroom teacher	The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. Research shows exposure to exciting topics and areas of study lead to the development of passionate interests, which, in turn, lead to opportunities for advanced independent, and small group investigations suitable for academically talented students. The summer program is based on extending the same principle used during the academic year into a focused summer program with high

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Extended – year Special Education Program	Special Services Director	<p>feedback, Grade Level (PLC)/Cluster meeting communication, G & T mini-observations and evaluations</p> <p>Pre-assessment Project-based post assessment</p> <p>Attendance records Progress report Teacher feedback</p>	<p>levels advanced content and enrichment.</p> <p>Bergen County Consortium for teachers of the gifted: www.bccgt.net</p> <p>Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchild society.com http://madscience.org/locations/bergen/KampThemes.aspx</p> <p>New Jersey Association for Gifted Children – njagc.org</p> <p>http://www.ascd.org/professional_development/institutes/PD11PC020.aspx</p>
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Extended- day ESL Program -	ESL/BSI Supervisor	Attendance records Progress report	http://www.wida.us/standards/elp.aspx

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Immigrant Enrichment Program		Teacher feedback	
		*Summer Curriculum Professional Development	Curriculum Supervisor, Supervisors, Asst. Curriculum Supervisors, Select K-5 Teachers (including S.E.), Principal	Curriculum Alignment documents, Pacing Guides, Integrated Assessment Development, Teacher Lesson Plans, Attendance records, Grade Level (PLC)/Cluster meeting communication, Teacher mini-observations and evaluations	According to the authors of <i>Getting Results with Curriculum Mapping</i> by Valerie Truesdale, Claire Thompson and Michael Lucas that was published by the ASCD, curriculum mapping has been a useful tool to bring about a synergy of professional expertise focused on instructional improvement. It has provided the tools to build a cohesive learning community with teachers as the chief architects and builders. Over several years, maps have become the hub for highlighting continual changes and refinements needed in the instructional program. Mapping has provided a process for collegial dialogue as it focuses on alignment of content, skills, assessments, and activities across schools, with its ultimate goal of improving student achievement.
		*Gifts & Talents Enrichment	Gifts & Talents Coordinator, Gifts & Talents Specialist, Principal	G & T Team attendance records and feedback, SGO results Baseline/EOY and NJASK/PARCC results, Report	The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. Research shows exposure to exciting topics and areas of study lead to the development of passionate interests, which, in turn, lead to opportunities for advanced independent, and small group investigations suitable for academically talented students. The summer program is based on extending the same principle

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Cards/Interim Reports, Regular classroom assessments, classroom teacher feedback, Grade Level (PLC)/Cluster meeting communication, G & T mini-observations and evaluations	<p>used during the academic year into a focused summer program with high levels advanced content and enrichment.</p> <p>Bergen County Consortium for teachers of the gifted: www.bccgt.net</p> <p>Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchildsociety.com http://madsience.org/locations/bergen/KampThemes.aspx</p> <p>New Jersey Association for Gifted Children – njagc.org</p>
Math	ELLs	<p>Extended- day ESL Program - Immigrant Enrichment Program</p> <p>*Summer Curriculum Professional Development</p>	<p>ESL/BSI Supervisor</p> <p>Curriculum Supervisor, Supervisors, Asst. Curriculum Supervisors, Select K-5</p>	<p>Attendance records</p> <p>Progress report</p> <p>Teacher feedback</p> <p>Curriculum Alignment documents, Pacing Guides, Integrated Assessment Development, Teacher Lesson Plans, Attendance records, Grade Level</p>	<p>http://www.wida.us/standards/elp.aspx</p> <p>According to the authors of <i>Getting Results with Curriculum Mapping</i> by Valerie Truesdale, Claire Thompson and Michael Lucas that was published by the ASCD, curriculum mapping has been a useful tool to bring about a synergy of professional expertise focused on instructional improvement. It has provided the tools to build a cohesive learning community with teachers as the chief architects</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Teachers (including S.E.), Principal	(PLC)/Cluster meeting communication, Teacher mini-observations and evaluations	and builders. Over several years, maps have become the hub for highlighting continual changes and refinements needed in the instructional program. Mapping has provided a process for collegial dialogue as it focuses on alignment of content, skills, assessments, and activities across schools, with its ultimate goal of improving student achievement.
		*Gifts & Talents Enrichment	Gifts & Talents Coordinator, Gifts & Talents Specialist, Principal	G & T Team attendance records and feedback, SGO results Baseline/EOY and NJASK/PARCC results, Report Cards/Interim Reports, Regular classroom assessments, classroom teacher feedback, Grade Level (PLC)/Cluster meeting communication, G & T mini-observations and evaluations	<p>The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. Research shows exposure to exciting topics and areas of study lead to the development of passionate interests, which, in turn, lead to opportunities for advanced independent, and small group investigations suitable for academically talented students. The summer program is based on extending the same principle used during the academic year into a focused summer program with high levels advanced content and enrichment.</p> <p>Bergen County Consortium for teachers of the gifted: www.bccgt.net</p> <p>Summer Programs for Gifted & Talented</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchildociety.com http://madsience.org/locations/bergen/KampThemes.aspx New Jersey Association for Gifted Children – njagc.org
ELA	Economically Disadvantaged	Extended- day ESL Program - Immigrant Enrichment Program *Summer Curriculum Professional Development	ESL/BSI Supervisor Curriculum Supervisor, Supervisors, Asst. Curriculum Supervisors, Select K-5 Teachers (including S.E.), Principal	Attendance records Progress report Teacher feedback Curriculum Alignment documents, Pacing Guides, Integrated Assessment Development, Teacher Lesson Plans, Attendance records, Grade Level (PLC)/Cluster meeting communication, Teacher mini-observations and evaluations	http://www.wida.us/standards/elp.aspx According to the authors of <i>Getting Results with Curriculum Mapping</i> by Valerie Truesdale, Claire Thompson and Michael Lucas that was published by the ASCD, curriculum mapping has been a useful tool to bring about a synergy of professional expertise focused on instructional improvement. It has provided the tools to build a cohesive learning community with teachers as the chief architects and builders. Over several years, maps have become the hub for highlighting continual changes and refinements needed in the instructional program. Mapping has provided a process for collegial dialogue as it focuses on alignment of content, skills, assessments, and activities across schools, with its ultimate goal of improving student achievement.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		*Gifts & Talents Enrichment	Gifts & Talents Coordinator, Gifts & Talents Specialist, Principal	G & T Team attendance records and feedback, SGO results Baseline/EOY and NJASK/PARCC results, Report Cards/Interim Reports, Regular classroom assessments, classroom teacher feedback, Grade Level (PLC)/Cluster meeting communication, G & T mini-observations and evaluations	<p>The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. Research shows exposure to exciting topics and areas of study lead to the development of passionate interests, which, in turn, lead to opportunities for advanced independent, and small group investigations suitable for academically talented students. The summer program is based on extending the same principle used during the academic year into a focused summer program with high levels advanced content and enrichment.</p> <p>Bergen County Consortium for teachers of the gifted: www.bccgt.net</p> <p>Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchildsociety.com http://madscience.org/locations/bergen/KampThemes.aspx</p> <p>New Jersey Association for Gifted Children – njagc.org</p>
		Extended – year	Special	Pre-assessment	http://www.ascd.org/professional_development/institutes/PD11PC0

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Special Education Program	Services Director	Project-based post assessment	20.aspx
Math	Economically Disadvantaged	<p>Extended- day ESL Program - Immigrant Enrichment Program</p> <p>*Summer Curriculum Professional Development</p>	<p>ESL/BSI Supervisor</p> <p>Curriculum Supervisor, Supervisors, Asst. Curriculum Supervisors, Select K-5 Teachers (including S.E.), Principal</p>	<p>Attendance records Progress report Teacher feedback</p> <p>Curriculum Alignment documents, Pacing Guides, Integrated Assessment Development, Teacher Lesson Plans, Attendance records, Grade Level (PLC)/Cluster meeting communication, Teacher mini-observations and evaluations</p>	<p>http://www.wida.us/standards/elp.aspx</p> <p>According to the authors of <i>Getting Results with Curriculum Mapping</i> by Valerie Truesdale, Claire Thompson and Michael Lucas that was published by the ASCD, curriculum mapping has been a useful tool to bring about a synergy of professional expertise focused on instructional improvement. It has provided the tools to build a cohesive learning community with teachers as the chief architects and builders. Over several years, maps have become the hub for highlighting continual changes and refinements needed in the instructional program. Mapping has provided a process for collegial dialogue as it focuses on alignment of content, skills, assessments, and activities across schools, with its ultimate goal of improving student achievement.</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		*Gifts & Talents Enrichment	Gifts & Talents Coordinator, Gifts & Talents Specialist, Principal	G & T Team attendance records and feedback, SGO results Baseline/EOY and NJASK/PARCC results, Report Cards/Interim Reports, Regular classroom assessments, classroom teacher feedback, Grade Level (PLC)/Cluster meeting communication, G & T mini-observations and evaluations	<p>The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. Research shows exposure to exciting topics and areas of study lead to the development of passionate interests, which, in turn, lead to opportunities for advanced independent, and small group investigations suitable for academically talented students. The summer program is based on extending the same principle used during the academic year into a focused summer program with high levels advanced content and enrichment.</p> <p>Bergen County Consortium for teachers of the gifted: www.bccgt.net</p> <p>Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchild society.com http://mads science.org/locations/bergen/KampThemes.aspx</p> <p>New Jersey Association for Gifted Children – njagc.org</p>
		Extended – year Special Education	Special Services Director	Pre-assessment Project-based post assessment	http://www.ascd.org/professional_development/institutes/PD11PC020.aspx

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Program			
ELA					
Math					

****Use an asterisk to denote new programs.***

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Writer's Workshop	Implementation of Writer's Workshop Workshop Evaluation Forms	Implementation of Writer's Workshop Workshop Evaluation Forms	<u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi <u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Wilson Reading	Curriculum Supervisor Reading Teacher	Wilson Training Certification	http://www.wilsonlanguage.com/w_about.htm
		School Data Team	Principal, Supervisor, Supervisors, Federal Programs Dept., Design Team/Data Team	NJ ASK/PARCC trends identified over 3 years demonstrated through visual graphics, Targeted areas identified in need of improvement and summary of probable cause of deficiencies, discussion during Common Planning Time/Grade Levels, along with next steps documented on agenda	<p>According to the Massachusetts DOE, Members of the District Data Team work with district staff and school-level data teams to:</p> <ul style="list-style-type: none"> • Craft questions about accountability, equity, and continuous improvement • Coordinate the collection, analysis, and dissemination of data displays that are necessary to address these essential questions • Build action plans • Monitor progress of improvement initiatives <p>These activities can help build the capacity of a District Data Team to engage in inquiry and use data to inform district-level decisions. Over time, the Team can engage the entire staff in using multiple data sources to continuously improve teaching and learning throughout the district.</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Technology (i.e. SMART Board, Study Island, Gizmos, Discovery Ed.)	Teachers, Computer Teacher, Principal, Supervisor, Technology Supervisors	Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i> , documentation in teacher plan books, Report Cards/Interim Reports, teacher feedback, PARCC/NJ ASK results.	In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests
		IRLA's	Teachers	Analysis of the results of the IRLA'S will be a minimum of 3 times per year.	The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction. The IRLA includes every Common Core Standard for Reading, both in literature and informational text, as well as those Language standards key to reading success, for students in grades PreK through 12. http://www.americanreading.com/documents/report-measurement-inc.pdf
		Comprehension Strategies in	Gr. 3-5	End of the year benchmark test and PARCC results,	Reading Comprehension Strategies based on Debbie

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		ELA	teachers, Reading Specialist, Supervisors, Fed. Programs Depart. Supervisors, Child Study Team Supervisor, District Administrators, District Curriculum Supervisor	Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i>	Miller's research (as synthesized by Pearson, et al, 1992). Furthermore, Scott Foresman Reading Series: A comprehension study found that Scott Foresman reading programs engaged students in higher levels of thinking than mere memorization (Risner & Nicholson, 1996). * Additionally, online teaching lessons and comprehension strategies contracted through Standards Solution.
		Common Planning Time Meetings	Principal Teachers / Teacher Specialists Gr. K – 5	Attendance Sheets, Agendas / Minutes Teacher Feedback, Classroom Observations	The Learning Leader by Douglas B. Reeves http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf
Math	Students with	School Data	Principal, Supervisors,	NJ ASK/PARCC trends	According to the Massachusetts DOE, Members of the District Data Team work with district staff and school-

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disabilities	Team	Federal Programs Dept., Data Team	identified over 3 years demonstrated through visual graphics, Targeted areas identified in need of improvement and summary of probable cause of deficiencies, discussion during Common Planning Time/Grade Levels, along with next steps documented on agenda	level data teams to: <ul style="list-style-type: none"> • Craft questions about accountability, equity, and continuous improvement • Coordinate the collection, analysis, and dissemination of data displays that are necessary to address these essential questions • Build action plans • Monitor progress of improvement initiatives <p>These activities can help build the capacity of a District Data Team to engage in inquiry and use data to inform district-level decisions. Over time, the Team can engage the entire staff in using multiple data sources to continuously improve teaching and learning throughout the district.</p>
		Technology (i.e. SMART Board, Study Island, Gizmos, Discovery Ed.)	Teachers, Computer Teacher, Principal, Supervisor, Technology Supervisors	Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i> , documentation in teacher plan books, Report Cards/Interim Reports, teacher feedback, PARCC/NJ ASK results.	In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Common Planning Time Meetings	Principal Teachers / Teacher Specialists Gr. K – 5	Attendance Sheets, Agendas / Minutes Teacher Feedback, Classroom Observations	The Learning Leader by Douglas B. Reeves http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf
ELA	Homeless	Writer's Workshop	Implementation of Writer's Workshop Workshop Evaluation Forms	Implementation of Writer's Workshop Workshop Evaluation Forms	<u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi <u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi
		Wilson Reading	Curriculum Supervisor Reading Teacher	Wilson Training Certification	http://www.wilsonlanguage.com/w_about.htm

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		School Data Team	Principal, Supervisor, Supervisors, Federal Programs Dept., Design Team/Data Team	NJ ASK/PARCC trends identified over 3 years demonstrated through visual graphics, Targeted areas identified in need of improvement and summary of probable cause of deficiencies, discussion during Common Planning Time/Grade Levels, along with next steps documented on agenda	<p>According to the Massachusetts DOE, Members of the District Data Team work with district staff and school-level data teams to:</p> <ul style="list-style-type: none"> • Craft questions about accountability, equity, and continuous improvement • Coordinate the collection, analysis, and dissemination of data displays that are necessary to address these essential questions • Build action plans • Monitor progress of improvement initiatives <p>These activities can help build the capacity of a District Data Team to engage in inquiry and use data to inform district-level decisions. Over time, the Team can engage the entire staff in using multiple data sources to continuously improve teaching and learning throughout the district.</p>
		Technology (i.e. SMART Board, Study Island, Gizmos, Discovery Ed.)	Teachers, Computer Teacher, Principal, Supervisor, Technology	Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i> , documentation in teacher plan books, Report Cards/Interim Reports,	In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		IRLA's	Supervisors	teacher feedback, PARCC/NJ ASK results.	show positive gains in achievement on researcher constructed tests, standardized tests, and national tests
			Teachers	Analysis of the results of the IRLA'S will be a minimum of 3 times per year.	The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction. The IRLA includes every Common Core Standard for Reading, both in literature and informational text, as well as those Language standards key to reading success, for students in grades PreK through 12. http://www.americanreading.com/documents/report-measurement-inc.pdf
		Comprehension Strategies in ELA	Gr. 3-5 teachers, Reading Specialist, Supervisors, Fed. Programs Depart.	End of the year benchmark test and PARCC results, Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i>	Reading Comprehension Strategies based on Debbie Miller's research (as synthesized by Pearson, et al, 1992). Furthermore, Scott Foresman Reading Series: A comprehension study found that Scott Foresman reading programs engaged students in higher levels of thinking than mere memorization (Risner & Nicholson, 1996). * Additionally, online teaching lessons and comprehension strategies contracted through Standards Solution.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Common Planning Time Meetings	Supervisors, Child Study Team Supervisor, District Administrators, District Curriculum Supervisor Principal Teachers / Teacher Specialists Gr. K – 5	Attendance Sheets, Agendas / Minutes Teacher Feedback, Classroom Observations	The Learning Leader by Douglas B. Reeves http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf
Math	Homeless	School Data Team	Principal, Supervisors, Federal Programs Dept., Data Team	NJ ASK/PARCC trends identified over 3 years demonstrated through visual graphics, Targeted areas identified in need of improvement and summary of probable cause of deficiencies, discussion	According to the Massachusetts DOE, Members of the District Data Team work with district staff and school-level data teams to: <ul style="list-style-type: none"> • Craft questions about accountability, equity, and continuous improvement • Coordinate the collection, analysis, and dissemination of data displays that are necessary to address these essential questions

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Technology (i.e. SMART Board, Study Island, Gizmos, Discovery Ed.)	Teachers, Computer Teacher, Principal, Supervisor, Technology Supervisors	<p>during Common Planning Time/Grade Levels, along with next steps documented on agenda</p> <p>Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i>, documentation in teacher plan books, Report Cards/Interim Reports, teacher feedback, PARCC/NJ ASK results.</p>	<ul style="list-style-type: none"> Build action plans Monitor progress of improvement initiatives <p>These activities can help build the capacity of a District Data Team to engage in inquiry and use data to inform district-level decisions. Over time, the Team can engage the entire staff in using multiple data sources to continuously improve teaching and learning throughout the district.</p> <p>In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests</p>
		Common Planning Time Meetings	Principal Teachers / Teacher	Attendance Sheets, Agendas / Minutes Teacher Feedback, Classroom Observations	<p>The Learning Leader by Douglas B. Reeves</p> <p>http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Specialists Gr. K – 5		092909.pdf
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Writer's Workshop	Implementation of Writer's Workshop Workshop Evaluation Forms	Implementation of Writer's Workshop Workshop Evaluation Forms	<u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi
		Wilson Reading	Curriculum Supervisor Reading Teacher	Wilson Training Certification	<u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi
		School Data Team	Principal, Supervisor, Supervisors, Federal Programs Dept., Design Team/Data	NJ ASK/PARCC trends identified over 3 years demonstrated through visual graphics, Targeted areas identified in need of improvement and summary of probable cause of	According to the Massachusetts DOE, Members of the District Data Team work with district staff and school-level data teams to: <ul style="list-style-type: none"> • Craft questions about accountability, equity, and continuous improvement • Coordinate the collection, analysis, and dissemination of data displays that are

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Team	deficiencies, discussion during Common Planning Time/Grade Levels, along with next steps documented on agenda	necessary to address these essential questions <ul style="list-style-type: none"> • Build action plans • Monitor progress of improvement initiatives <p>These activities can help build the capacity of a District Data Team to engage in inquiry and use data to inform district-level decisions. Over time, the Team can engage the entire staff in using multiple data sources to continuously improve teaching and learning throughout the district.</p>
		Technology (i.e. SMART Board, Study Island, Gizmos, Discovery Ed.)	Teachers, Computer Teacher, Principal, Supervisor, Technology Supervisors	Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i> , documentation in teacher plan books, Report Cards/Interim Reports, teacher feedback, PARCC/NJ ASK results.	In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests
		IRLA's	Teachers	Analysis of the results of the IRLA'S will be a minimum of	The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Comprehension Strategies in ELA	Gr. 3-5 teachers, Reading Specialist, Supervisors, Fed. Programs Depart. Supervisors, Child Study Team Supervisor, District Administrators, District Curriculum Supervisor	3 times per year. End of the year benchmark test and PARCC results, Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i>	assessment, text leveling, and curriculum and instruction. The IRLA includes every Common Core Standard for Reading, both in literature and informational text, as well as those Language standards key to reading success, for students in grades PreK through 12. http://www.americanreading.com/documents/report-measurement-inc.pdf Reading Comprehension Strategies based on Debbie Miller's research (as synthesized by Pearson, et al, 1992). Furthermore, Scott Foresman Reading Series: A comprehension study found that Scott Foresman reading programs engaged students in higher levels of thinking than mere memorization (Risner & Nicholson, 1996). * Additionally, online teaching lessons and comprehension strategies contracted through Standards Solution.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Common Planning Time Meetings	Principal Teachers / Teacher Specialists Gr. K – 5	Attendance Sheets, Agendas / Minutes Teacher Feedback, Classroom Observations	The Learning Leader by Douglas B. Reeves http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf
Math	ELLs	School Data Team	Principal, Supervisors, Federal Programs Dept., Data Team	NJ ASK/PARCC trends identified over 3 years demonstrated through visual graphics, Targeted areas identified in need of improvement and summary of probable cause of deficiencies, discussion during Common Planning Time/Grade Levels, along with next steps documented on agenda	According to the Massachusetts DOE, Members of the District Data Team work with district staff and school-level data teams to: <ul style="list-style-type: none"> • Craft questions about accountability, equity, and continuous improvement • Coordinate the collection, analysis, and dissemination of data displays that are necessary to address these essential questions • Build action plans • Monitor progress of improvement initiatives <p>These activities can help build the capacity of a District Data Team to engage in inquiry and use data to inform district-level decisions. Over time, the Team can engage the entire staff in using multiple data sources to continuously improve teaching and learning throughout the district.</p>
		Technology (i.e.	Teachers,	Progress from pre to post	In examining large-scale state and national studies, as well as some innovative smaller studies on newer

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		SMART Board, Study Island, Gizmos, Discovery Ed.)	Computer Teacher, Principal, Supervisor, Technology Supervisors	assessment demonstrated on online academic program: <i>Study Island</i> , documentation in teacher plan books, Report Cards/Interim Reports, teacher feedback, PARCC/NJ ASK results.	educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests
		Common Planning Time Meetings	Principal Teachers / Teacher Specialists Gr. K – 5	Attendance Sheets, Agendas / Minutes Teacher Feedback, Classroom Observations	The Learning Leader by Douglas B. Reeves http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddmg_pg_092909.pdf
ELA	Economically Disadvantaged	Writer's Workshop	Implementation of Writer's Workshop Workshop Evaluation Forms	Implementation of Writer's Workshop Workshop Evaluation Forms	<u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi <u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Wilson Reading	Curriculum Supervisor Reading Teacher	Wilson Training Certification	http://www.wilsonlanguage.com/w_about.htm
		School Data Team	Principal, Supervisor, Supervisors, Federal Programs Dept., Design Team/Data Team	NJ ASK/PARCC trends identified over 3 years demonstrated through visual graphics, Targeted areas identified in need of improvement and summary of probable cause of deficiencies, discussion during Common Planning Time/Grade Levels, along with next steps documented on agenda	<p>According to the Massachusetts DOE, Members of the District Data Team work with district staff and school-level data teams to:</p> <ul style="list-style-type: none"> • Craft questions about accountability, equity, and continuous improvement • Coordinate the collection, analysis, and dissemination of data displays that are necessary to address these essential questions • Build action plans • Monitor progress of improvement initiatives <p>These activities can help build the capacity of a District Data Team to engage in inquiry and use data to inform district-level decisions. Over time, the Team can engage the entire staff in using multiple data sources to continuously improve teaching and learning throughout the district.</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Technology (i.e. SMART Board, Study Island, Gizmos, Discovery Ed.)	Teachers, Computer Teacher, Principal, Supervisor, Technology Supervisors	Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i> , documentation in teacher plan books, Report Cards/Interim Reports, teacher feedback, PARCC/NJ ASK results.	In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests
		IRLA's	Teachers	Analysis of the results of the IRLA'S will be a minimum of 3 times per year.	The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction. The IRLA includes every Common Core Standard for Reading, both in literature and informational text, as well as those Language standards key to reading success, for students in grades PreK through 12. http://www.americanreading.com/documents/report-measurement-inc.pdf
		Comprehension Strategies in	Gr. 3-5	End of the year benchmark test and PARCC results,	Reading Comprehension Strategies based on Debbie

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		ELA	teachers, Reading Specialist, Supervisors, Fed. Programs Depart. Supervisors, Child Study Team Supervisor, District Administrators, District Curriculum Supervisor	Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i>	Miller's research (as synthesized by Pearson, et al, 1992). Furthermore, Scott Foresman Reading Series: A comprehension study found that Scott Foresman reading programs engaged students in higher levels of thinking than mere memorization (Risner & Nicholson, 1996). * Additionally, online teaching lessons and comprehension strategies contracted through Standards Solution.
		Common Planning Time Meetings	Principal Teachers / Teacher Specialists Gr. K – 5	Attendance Sheets, Agendas / Minutes Teacher Feedback, Classroom Observations	The Learning Leader by Douglas B. Reeves http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	School Data Team	Principal, Supervisors, Federal Programs Dept., Data Team	NJ ASK/PARCC trends identified over 3 years demonstrated through visual graphics, Targeted areas identified in need of improvement and summary of probable cause of deficiencies, discussion during Common Planning Time/Grade Levels, along with next steps documented on agenda	<p>According to the Massachusetts DOE, Members of the District Data Team work with district staff and school-level data teams to:</p> <ul style="list-style-type: none"> • Craft questions about accountability, equity, and continuous improvement • Coordinate the collection, analysis, and dissemination of data displays that are necessary to address these essential questions • Build action plans • Monitor progress of improvement initiatives <p>These activities can help build the capacity of a District Data Team to engage in inquiry and use data to inform district-level decisions. Over time, the Team can engage the entire staff in using multiple data sources to continuously improve teaching and learning throughout the district.</p>
		Technology (i.e. SMART Board, Study Island, Gizmos, Discovery Ed.)	Teachers, Computer Teacher, Principal, Supervisor, Technology Supervisors	Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i> , documentation in teacher plan books, Report Cards/Interim Reports,	In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b) (1) (D) In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Common Planning Time Meetings	Principal Teachers / Teacher Specialists Gr. K – 5	teacher feedback, PARCC/NJ ASK results. Attendance Sheets, Agendas / Minutes Teacher Feedback, Classroom Observations	higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests The Learning Leader by Douglas B. Reeves http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf
ELA					
Math					

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? **Principal, Curriculum Supervisor, Safety Committee. The review is conducted internally.**

2. What barriers or challenges does the school anticipate during the implementation process?

PARCC assessment scores are generated by state approved vendors, trimester assessments are modeled after the NJDOE's Model Curriculum, Scott Foresman Reading Assessments are part of a research-based program, School Report Card is taken off the state website

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Teachers were involved in analyzing data at Common Planning/Grade level (PLCs) meetings and data was shared at faculty meetings. This provided the necessary buy-in of all stakeholders.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Tools used to measure the staff's perception will be surveys, mini-teacher observations, post-conferences and evaluations, Common Planning/Grade level (PLCs), Data Team, and SciP feedback. Each initiative being implemented during the next school year has been identified based on staff input. Teachers unsure or unclear of various programs taking place will be addressed during Common Planning/Grade level (PLCs) meetings for clarification and understanding on how each program will work and the aspect of what they will implement.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Tools used to measure the community's perception will be surveys, Safety Committee meetings, Home and School meetings and parent feedback. In previous years, the community has been supportive of various initiatives, as evidenced during discussions at NCLB/Safety meetings, Home and School meetings, and parent/teacher conferences.

6. How will the school structure interventions?

Each intervention will be structured in various ways. Writer's Workshop will occur from September 2015-June 2016, with classroom support from the Reading Specialist. Reviewing of ELA and Math PARCC and Baseline data will occur in September (SGO development) during Common Planning/Grade level (PLCs), reviewed periodically (Mid-year) for student progress, and assessed at the EOY to determine if student growth objectives were obtained. Examining students' writing will begin in the Fall during Data meetings and also in the Spring to determine grade level growth. The Wilson Reading System program will evolve in the Fall by select teachers and the BSIP Teachers reviewing student baseline data in order to create a schedule with small group instruction at least three times a week for struggling readers. The Professor In Residence (PIR) will assist with measuring student fluency and comprehension and will then meet with select teachers during Common Planning Time to discuss interventions for struggling readers and provide PD during school/district in-service days. The Family Literacy program was offered once a week, over an eight week period to parents/students in the Fall/Winter and was based on a first come system because program size was limited.

7. How frequently will students receive instructional interventions?

Frequency of instructional interventions will be based on individual programs. The Writer's Workshop process will occur a minimum of two times per week, approximately 60 minutes each day, throughout the school year with the students in grades 1-5. Each reading unit will encompass guided reading and will measure reading fluency/comprehension that will be monitored through benchmark assessments given bi-monthly. The Wilson Reading System program intervention will be at least three times a week, approximately 90 minutes each day, in small groups for struggling readers. Tutorials will occur weekly throughout the school year for 30 minutes and the PARCC After School Extended Day program will take place once a week for an hour in ELA and Math over two 7 week cycles. The PIR will bi-annually assist with assessing student fluency/comprehension progress (Gr.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

1-3) and annually assess reading levels for grades K-1. The Family Literacy program will be offered once a week for two hours, over a seven week period, to parents/students in the Winter/Spring.

8. What resources/technologies will the school use to support the schoolwide program?

- **SMARTBoards**
- **Laptop Computer Carts**
- **iPads**
- **Classroom computers**
- **Computer Lab**
- **Real Time (student information system)**
- **Performance Matters (data management system)**
- **Study Island, Discovery Ed., Gizmos (on-line programs)**
- **Reading Series online supported programs**
- **Model Curriculum online assessment**
- **PARCC online assessment generator**
- **Online resources**
- **Chrome Books/Cart**
- **RAZ Kids**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The data that will be used to measure the effectiveness of each intervention will vary. Unit benchmark assessments, ELA/SS performance tasks results, Report Cards/Interim Reports, Baseline/EOY & ACCESS/NJ ASK/PARCC assessments results, Columbia Teacher's College IRLA assessment, Mondo benchmark assessment and reading level progress (Fountas and Pinnell) results, WIAT assessment results, APEEC scoring data, teacher mini-observation/evaluation results, SGO results, Scott Foresman Baseline/EOY assessment results, progress from pre to post assessments demonstrated on online academic program-Study Island are the various data that will be collected and analyzed for the effectiveness of each intervention provided.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

The school will disseminate the results of the schoolwide program evaluation to all stakeholders (i.e. principal, supervisors, teachers, specialist, etc.) through Data Team, Common Planning Time (PLCs) and staff meetings. The principal and supervisors will further meet to discuss information gathered on teacher mini-observations/evaluations. Results will be communicated externally through district leadership team meetings.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the communities, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Family Literacy Family Technology	District administrators Principal	Attendance Records Parent Surveys Evaluations District/ State Assessments	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.
		Gifted & Talented Project Fair	G & T Teacher and Students, District Curriculum Supervisor, Principal	Attendance sheets, parent feedback	Although reports have their value, a project fair open to the community is a unique opportunity to experience full authentic PLB student work that allows children to serve in the role of the teacher through questions asked by the public. http://discoveryeducation.com

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Students with Disabilities	Family Technology	District administrators Principal	Attendance Records Parent Surveys Evaluations District/ State Assessments	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.
		Gifted & Talented Project Fair	G & T Teacher and Students, District Curriculum Supervisor, Principal	Attendance sheets, parent feedback	Although reports have their value, a project fair open to the community is a unique opportunity to experience full authentic PLB student work that allows children to serve in the role of the teacher through questions asked by the public. http://discoveryeducation.com
ELA	Homeless	Family Literacy Family Technology	District administrators Principal	Attendance Records Parent Surveys Evaluations District/ State Assessments	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Gifted & Talented Project Fair	G & T Teacher and Students, District Curriculum Supervisor, Principal	Attendance sheets, parent feedback	<p>and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.</p> <p>Although reports have their value, a project fair open to the community is a unique opportunity to experience full authentic PLB student work that allows children to serve in the role of the teacher through questions asked by the public.</p> <p>http://discoveryeducation.com</p>
Math	Homeless	Family Technology	District administrators Principal	Attendance Records Parent Surveys Evaluations District/ State Assessments	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Gifted & Talented Project Fair	G & T Teacher and Students, District Curriculum Supervisor, Principal	Attendance sheets, parent feedback	Although reports have their value, a project fair open to the community is a unique opportunity to experience full authentic PLB student work that allows children to serve in the role of the teacher through questions asked by the public. http://discoveryeducation.com
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Family Literacy Family Technology	District administrators Principal	Attendance Records Parent Surveys Evaluations District/ State Assessments	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Gifted & Talented Project Fair	G & T Teacher and Students, District Curriculum Supervisor, Principal	Attendance sheets, parent feedback	Although reports have their value, a project fair open to the community is a unique opportunity to experience full authentic PLB student work that allows children to serve in the role of the teacher through questions asked by the public. http://discoveryeducation.com
Math	ELLs	Family Technology	District administrators Principal	Attendance Records Parent Surveys Evaluations District/ State Assessments	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.
		Gifted & Talented Project Fair	G & T Teacher and Students, District Curriculum Supervisor, Principal	Attendance sheets, parent feedback	Although reports have their value, a project fair open to the community is a unique opportunity to experience full authentic PLB student work that allows children to serve in the role of the teacher through questions asked by the public. http://discoveryeducation.com

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Family Literacy Family Technology	District administrators Principal	Attendance Records Parent Surveys Evaluations District/ State Assessments	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.
		Gifted & Talented Project Fair	G & T Teacher and Students, District Curriculum Supervisor, Principal	Attendance sheets, parent feedback	Although reports have their value, a project fair open to the community is a unique opportunity to experience full authentic PLB student work that allows children to serve in the role of the teacher through questions asked by the public. http://discoveryeducation.com
Math	Economically Disadvantaged	Family Technology	District administrators Principal	Attendance Records Parent Surveys Evaluations District/ State Assessments	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Gifted & Talented Project Fair	G & T Teacher and Students, District Curriculum Supervisor, Principal	Attendance sheets, parent feedback	<p>and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.</p> <p>Although reports have their value, a project fair open to the community is a unique opportunity to experience full authentic PLB student work that allows children to serve in the role of the teacher through questions asked by the public.</p> <p>http://discoveryeducation.com</p>
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

- BSIP, Bi-Lingual and ESL hold meetings for parents to inform them of the work their children are completing throughout the school year
- Parent conferences are held annually for all parents to assist teachers in addressing academic achievement
- Conferences with parents to address specific needs are ongoing
- Family Literacy, including parents and students, running for 6 weeks

2. How will the school engage parents in the development of the written parent involvement policy?

The Garfield School District has a written Parent Involvement Policy developed by the NCLB (No Child Left Behind) Committee in each school and District Leadership in collaboration with parents of participating Title I students and is evaluated annually. The Board of Education annually approves the policy.

3. How will the school distribute its written parent involvement policy?

The policy is distributed to parents in an understandable and uniform format and in a language the parents can understand. It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The Policy along with the School-Parent Compact and Right to Know are distributed at the beginning of each school year.

4. How will the school engage parents in the development of the school-parent compact?

It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The Policy along with the School-Parent Compact and Right to Know are distributed at the beginning of each school year.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

5. How will the school ensure that parents receive and review the school-parent compact?

It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The Policy along with the School-Parent Compact and Right to Know are distributed at the beginning of each school year.

6. How will the school report its student achievement data to families and the community?

Disaggregated NJASK/PARCC assessment results are disseminated at faculty and home and school meetings , published in the local newspaper each spring, and individual results are mailed home to parents. School test data is discussed at Board of Education meetings that are open to the public. A copy of the School Report Card, published by the state of New Jersey and is available on the NJDOE web site

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

The district creates and mails a state modeled informational letter concerning the status of the school's performance as it pertains to Annual Measurable Achievement Objectives

8. How will the school inform families and the community of the school's disaggregated assessment results?

As soon as assessment results are received in the school, parents are mailed a copy of the results along with an explanation and school cover letter

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parents are part of our Home and School Association and are informed of school activities and progress. They are able to participate in discussions, ask questions and make suggestions.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

10. How will the school inform families about the academic achievement of their child/children?

District and state test results are mailed home to parents

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Family Literacy Nights

Home & School Meetings

Adult ESL Evening Program

Communication (Letters, Memos, Reverse 911 Messaging System, District & School Websites)

**Provide a separate response for each question.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	28	Retention of teachers is not presently a priority problem in our school. Most of our staff members remain with us and our teacher mobility rate is low.
	97%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	1	
	3%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	4	Retention of teachers is not presently a priority problem in our school. Most of our staff members remain with us and our teacher mobility rate is low.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<ul style="list-style-type: none">▪ Ads are placed in local newspapers for specific employment opportunities▪ Employment needs are posted in all school buildings.▪ New teachers are supported through mentoring programs, teacher orientation, professional development opportunities, weekly grade level meetings, and all contractual benefits offered in the district.▪ The district offers course reimbursement to its certified teachers to encourage continuing education.▪ We offer professional development for our teaching staff to support continuing education.	Principal CSA